
Project CONN-CEPT Science Units

Astronomy: Sun, Moon, and Stars (K-2)
The World of Matter (1)
Living Things: Changes, Stages and Cycles (2-3)
Eurekas and Ecosystems (4-5)
Light: A Rainbow of Explorations (4-5)
Sound's Story: H-Ear the Pitch (4-5)
Structure and Function: What's Their Junction? (6)
Weather: The Never-Ending Story (6)
Cells: The Story of Life (7)
Reactions and Interactions (7-8)

Project CONN-CEPT Social Studies Units

Time, Change, and Continuity in History (K)
Local Government (3)
What Makes a Region? An Investigation of the Northeast (4)
Goods, Services, Resources, Scarcity and Systems: An Exploration of State Economics (4-5)
Concepts and Tools of the Geographer (6)
With Liberty and Justice for All: A Study of the U.S. Constitution (6-8)

Units in Preparation

Junior Economist: People, Resources, Trade (1-2)
A Habitat is a Home for Plants and Animals: Needs, Resources, Adaptation and Systems (1-2)
May the Force Be with You: Forces, Motion and Simple Machines (2-3)
Comparing Cultures: Traditions, Dwellings, Language, and Cultural Evolution (2-3)
Peopling of the Americas (4-5)
Going to the Source: Using Primary Resources in United States History (6-8)
Exploring the World's Oceans: Chemistry, Geology and Biology (7)
Reactions and Interactions: Chemical Reactions (7-8)

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A Shared Story

The exhibit hall was huge, and publishers' banners, suspended from the ceiling, waved back and forth in the air conditioned room. Hundreds of conference participants filled the aisles. Vendors of curriculum materials, eager to share their colorful and glossy wares with passing teachers and administrators, stood at the edge of their displays offering warm smiles, prizes, and publishers' catalogues.

Charlene and Andrew had carefully planned their tour through the aisles and divided up so that they could see all the materials. They looked forward to their time in the vendor area because they needed curriculum materials in social studies and science for their upper elementary and middle school students. They hoped they would find something good. They wanted coherent, comprehensive units that addressed their state and national standards, had good assessments, required students to think their way through content, provided teachers with teaching strategies, and some guidance regarding how to differentiate the curriculum for students with varied learning needs.

They looked at many cleverly designed curriculum packages and kits. Most materials were collections of episodic learning activities. Some contained coherent learning activities for students, but did not teach to the critical concepts and principles embedded in state and national standards. Other materials, claiming to be comprehensive, did not contain aligned pre- and post-assessments, user-friendly teacher information, suggestions for teaching, or techniques for differentiating. Several kits attended to concepts and principles, but none was comprehensive enough to address all the standards for a particular grade level. At least two kits would be required to cover the prerequisite standards. Worse, the cost for the two kits would not include the price for the consumables that would have to be purchased each year to keep the kits adequately stocked. They could hardly pay for the cost of one kit!

Charlene and Andrew met at the back of the hall and compared notes. They were disappointed because they realized that the high-quality, standards-based curriculum materials they wanted were not in the racks. Now what? Were there other vendors? If so, who were they and how could they be contacted? If there were no vendors with the materials they needed, could they write the needed curriculum themselves? Who could help them? Did the district have money to pay stipends for curriculum development? How could they possibly write all the curricula that was required to address the state assessments?

We dedicate this curriculum unit, as well as others written under this Javits grant, to all the teachers who have had experiences like Charlene and Andrew. We hope the unit presented here will meet the needs of educators who live in real classrooms, contend with real time constraints, prepare students adequately for high-stakes assessments, seek high-quality curriculum materials, and strive to meet the varied learning needs of all their students.

Deborah E. Burns
Jeanne H. Purcell

PREFACE

In 2002, the Connecticut State Department of Education was awarded a Javits grant from the U.S. Department of Education called Project CONN-CEPT. The major focus of grant activities was the creation of standards-based curriculum units, K-8, in science and social studies. These rigorous curriculum units have been created for all students because every child must have access to the highest quality curriculum. At the same time, the units also have a particular focus on the needs of advanced learners—those who know more, learn more rapidly, think more deeply, or who are more innovative in a particular area of study. It was our goal to embed learning opportunities for advanced learners that were tightly aligned with the concepts and principles that guided the unit.

The Parallel Curriculum Model

This standards-based curriculum unit has been designed using the *Parallel Curriculum Model* (PCM) (Tomlinson, Kaplan, Renzulli, Purcell, Leppien, & Burns, 2002). The *Parallel Curriculum Model* is a set of four interrelated designs that can be used singly, or in combination, to create or revise existing curriculum units, lessons, or tasks. Each of the four parallels offers a unique approach for organizing content, teaching, and learning that is closely aligned to the special purpose of each parallel. The four parallels include: the Core Curriculum Parallel, the Curriculum of Practice, the Curriculum of Connections, and the Curriculum of Identity.

The *Core Curriculum* addresses the core concepts, principles, and skills of a discipline. It is designed to help students understand essential, discipline-based content through the use of representative topics, inductive teaching, and analytic learning activities. The *Curriculum of Connections* builds upon the Core Curriculum. It is a plan that includes a set of guidelines and procedures to help curriculum developers connect overarching concepts, principles, and skills within and across disciplines, time periods, cultures, places, and/or events. This parallel is designed to help students understand overarching concepts, such as change, conflict, cause and effect, and patterns, as they relate to new content and content areas. The *Curriculum of Practice* is a plan that includes a set of guidelines and procedures to help students understand, use, generalize, and transfer essential knowledge, understandings, and skills in a field to authentic questions, practices, and problems. This parallel is designed to help students function with increasing skill and competency as a researcher, creator, producer, problem solver, or practitioner in a field. The *Curriculum of Identity* is a plan that includes a set of guidelines and procedures to assist students in reflecting upon the relationship between the skills and ideas in a discipline and their own lives, personal growth, and development. This parallel is designed to help students explore and participate in a discipline or field as it relates to their own interests, goals, and strengths, both now and in the future.

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The *Parallel Curriculum Model* also contains a new concept called Ascending Intellectual Demand (AID). Ascending Intellectual Demand offers practitioners a way to think about a discipline and each student's steady, progressive movement from novice to expert within that discipline. As students are ready, teachers ask students for increasing levels of cognition, affect, and application. As such, AID is a framework teachers use to increase the challenge level for students by asking them to behave and act in expert-like ways. (Tomlinson, Kaplan, Purcell, Leppien, Burns, & Strickland, 2006).

This unit has been designed using the Core Curriculum Parallel. Core Curriculum addresses the essential concepts, principles, generalizations, and skills of a subject area. It is designed to help students understand essential, discipline-based content through the use of representative topics, inductive teaching, and analytic learning activities. Although the majority of lessons in this unit have been designed using the Core Curriculum Parallel, it also contains several lessons that provide students with opportunities to explore other parallels that are closely connected to the subject matter.

Our Invitation...

We invite you to peruse and implement this curriculum unit. We believe the use of this unit will be enhanced to the extent that you:

- **Study PCM.** Read the original book, as well as other companion volumes, including *The Parallel Curriculum in the Classroom: Units for Application Across the Content Areas, K-12* and *The Parallel Curriculum in the Classroom: Essays for Application Across the Content Areas, K-12*. By studying the model in depth, teachers and administrators will have a clear sense of its goals and purposes.
- **Join us on our continuing journey to refine these curriculum units.** We know better than to suggest that these units are scripts for total success in the classroom. They are, at best, our most thoughtful thinking to date. They are solid evidence that we need to persevere. In small collaborative and reflective teams of practitioners, we invite you to field test these units and make your own refinements.
- **Raise questions about curriculum materials.** Provocative, compelling and pioneering questions about the quality of curriculum material—and their incumbent learning opportunities—are absolutely essential. Persistent and thoughtful questioning will lead us to the development of strenuous learning opportunities that will contribute to our students' life-long success in the 21st century.
- **Compare the units with material developed using other curriculum models.** Through such comparisons, we are better able to make decisions about the use of the model and its related curriculum materials for addressing the unique needs of diverse learners.
- **Examine PCM as one bridge between general and gifted education.** We believe that the rigorousness of PCM has much to offer *all* students, not just those who may already know, do, or understand at very different levels of sophistication.

ACKNOWLEDGEMENTS

We would like to thank our mentors, Carol Tomlinson and Carolyn Callahan. They have been our constant supporters and guides as we moved into uncharted territory related to curriculum development and differentiation.

Over the years we have been guided by the wise counsel of our curriculum writers: Cheryll Adams, Renee Alister, Karen Berk, Fie Budzinsky, Meagan Bulger, Yvette Cain, Lori Cipollini, Leslie Chislett, Megan Coffey, Edie Doherty, Claire Farley, Kurt Haste, Carla Hill, MaryAnn Iadarolla, Caitlin Johnson, Megan Lamontagne, Donna Leake, Lisa Malina, Kay Rasmussen, Martha Rouleau, Cindy Strickland, Mary Grace Stewart, Kim Turret, Ann Marie Wintenberg, and Karen Zaleski. They have worked tirelessly on their curriculum units and provided us with many insights into the curriculum writing process. Although we had a road map at the outset of the writing process, our writers helped us to craft new roads when the old ones no longer worked. We thank them for their integrity, care, innovativeness, and encouragement.

We thank all of the people who featured into the field testing process. These people include teachers in Cheshire, Hartford and Portland Public Schools. We especially want to thank the following building administrators who supported our work: Tory Niles and John Lavery from Hartford; Linda Cahill and Deborah Granier from Portland; and Steve Proffitt, Diane DiPietro, Sharon Weirsmen, Russ Hinkley, Beverly Scully, and Mary Karas from Cheshire. The insights from teachers and administrators helped to make our curriculum units stronger and more practical.

Kim Allen, from Project LEARN, provided us with assistance and support in all of our endeavors and made sure that we stayed the course in solid financial standing. Nancy Wight and Gail Heigel, from Cheshire Public Schools, spent untold hours formatting, typing, duplicating, collating, and distributing the experimental units and ordering the numerous student materials and teacher resources that supplement these lessons. They are the masters of due diligence and attention to detail. We also wish to thank Eileen Williams and Patricia Johnson, from the State Department of Education, for formatting, typing, and preparing the pre-assessments and post assessments for the units. They worked tirelessly for many hours after work and on weekends to meet our deadlines and never lost their smiles.

We thank Cheshire Public Schools and the Connecticut State Department of Education for allowing us to take on this tremendous task and allowing us the hours within day (and night) to accomplish all that was required.

Our families and friends deserve special recognition because they offered unwavering support and encouragement. We recognize they made personal sacrifices, and we hope that we have grown as a result.

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Most of all, we would like to thank Judy Walsh on whose shoulders these units truly stand. With the greatest of care and unparalleled thoughtfulness and consideration, Judy has edited each manuscript, worked collaboratively with each author to refine each lesson, written lessons when it was necessary, and provided a sense of humor and her wisdom as a teacher. She is selfless and seeks only to advance each author and the project. In every way, she has been our “North Star” on the project.

Format for the Project CONN-CEPT Curriculum Units

Each Project CONN-CEPT curriculum unit is formatted in the same way and contains four components: an overview, the lessons, a content map, and a comprehensive list of resources required in the unit. The *overview* is a chart that includes the lesson principles, concepts and skills, the time allocation, the standards that are explicitly addressed within each lesson, and a brief description of each lesson. The overview provides potential users with a “snap-shot” of the unit, related standards, and classroom activities.

The *lessons* follow the overview and vary in number depending upon the content area and grade level of the unit. Each lesson is comprehensive and addresses 10 curriculum components: content, assessments, introductory and debriefing activities, teaching strategies, learning activities, grouping strategies, products, resources, extensions, and differentiation activities. For the most part, each lesson provides specific information about each of these components. An aligned pre- and post-assessment is included for the entire unit, and aligned formative assessments are provided at critical junctures in the unit. Additionally, each lesson contains all the required black-line masters and materials.

Many lessons contain two features that are unique to Project CONN-CEPT materials: opportunities for Ascending Intellectual Demands (AID) and talent-spotting activities. Ascending Intellectual Demand is a term used to describe learning opportunities that require students to work at increasing levels of discipline-specific expertise (Tomlinson et al). They are appropriate for any student who demonstrates advanced ability or expertise in a discipline. The AID opportunities are labeled using the acronym AID. Additionally, many lessons contain searchlight opportunities. Searchlight opportunities are rich moments during a lesson for teachers to observe students and note those who appear to have heightened interest in the topic under investigation. To support these students’ emerging interests, extension ideas are provided.

A *content map* comes after the lessons. Like the overview, the content chart is a snap-shot of the important knowledge in a unit: the major and minor principles, concepts, skills, themes and guiding questions. Teachers who want in-depth information about the knowledge contained in the unit will find this chart useful.

A comprehensive list of *resource materials* concludes each unit. Although the required materials are also listed at the beginning of each lesson, the comprehensive listing provides teachers with a one-page summary of all the materials and it facilitates planning.

With Liberty and Justice for All: A Study of the U.S. Constitution- Grade 8

This unit on justice, the Constitution and human rights has been designed using the Core Curriculum parallel. Core Curriculum addresses the core concepts, principles, generalizations, and skills of a subject area. It is designed to help students understand essential, discipline-based content through the use of representative topics, inductive teaching, and analytic learning activities. Although the majority of lessons in this unit have been designed using the Core Curriculum parallel, it also contains lessons that give students the chance to explore the Parallel of Connections through intradisciplinary and interdisciplinary connections, lessons that provide students with opportunities to explore the methodology of the practicing professional (Curriculum of Practice), and lessons that give children the opportunity to reflect on themselves as emerging historians (Curriculum of Identity).

The unit contains 34 lessons that are organized into three modules. These are outlined in the chart that follows. The first column contains the module with its lessons and the name of the parallels that the lessons address. The second column contains a series of numbers. The numbers reflect the national standards—culled from *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education* (Mid-continent Regional Educational Laboratory, Inc., 1997)—that are addressed in each lesson and that are listed and numbered below. Connecticut’s standards are also listed in a similar fashion. For brevity’s sake, only a few standards are listed in each row of the chart and represent the major focus of individual sessions. However, the lessons have been designed to build upon each other, and each session builds iteratively upon many of the standards.

Column three contains the principles that guide the lesson. The principles—which state relationships among essential concepts – reflect what we want students to know and be able to do upon completing the lessons. They are derived from the standards, reflect both declarative and procedural knowledge, and illustrate the careful attention that has been given to “teasing apart” the complexity of ideas contained within standard statements.

Column four includes a brief description of the module and its lessons. It provides an overview of some of the teaching and learning activities that are designed to occur within the classroom

National Civics Standards

Understands ideas about civic life, politics, and government

1. Understands major ideas about why government is necessary (e.g. people's lives, liberty, and property would be insecure without government; individuals by themselves cannot do many of the things they can do collectively such as create a highway system, provide armed forces for the security of the nation, or make and enforce laws)
2. Understands competing ideas about the purposes government should serve (e.g., whether government should protect individual rights, promote the common good, provide economic security, mold the character of citizens, promote a particular religion)

Understands the concept of a constitution, the various purposes that constitutions serve, and the conditions that contribute to the establishment and maintenance of constitutional government.

3. Knows various uses of the term "constitution" (e.g., as a description of a form of government; as a document; as a higher law limiting the powers of government)
4. Knows some basic uses of constitutions (e.g., to set forth the purposes of government, describe the way a government is organized and how power is allocated, to define the relationship between a people and their government)
5. Knows how constitutions have been used to protect individual rights and promote the common good (e.g., First Amendment, Nineteenth Amendment in the United States Constitution)

Understands the major characteristics of systems of shared powers and of parliamentary systems

6. Understands the primary responsibilities of each branch of government in a system of shared powers (e.g., legislative, executive, judicial) and ways in which each branch shares the powers and functions of the other branches.

Understands the central ideas of American constitutional government and how this form of government has shaped the character of American society.

7. Understands how the United States Constitution serves to limit the powers of government (e.g., separation and sharing of powers, checks and balances, Bill of Rights)

Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy.

8. Identifies fundamental values and principles that are expressed in basic documents (e.g., Declaration of Independence, United States Constitution), significant political speeches and writings (e.g., The Federalist, King's "I Have a Dream" speech), and individual and group actions that embody fundamental values and principles (e.g., suffrage and civil rights movements)

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Understands how the United States Constitution grants and distributes power and responsibilities to national and state government and how it seeks to prevent the abuse of power

9. Understands how the legislative, executive, and judicial branches share power and responsibilities (e.g., each branch has varying degrees of legislative, executive, and judicial powers and responsibilities).

Understands issues regarding personal, political, and economic rights

10. Knows what constitutes personal rights (e.g., freedom of conscience, freedom to marry whom one chooses, to have children, to associate with whomever one pleases, to live where one chooses, to travel freely, to emigrate) and the major documentary sources of personal rights (e.g., Declaration of Independence, United States Constitution including the Bill of Rights, state constitutions)
11. Understands the importance to individuals and society of such personal rights as freedom of conscience and religion, freedom of expression and association, freedom of movement and residence, and privacy

National United States History Standards

Understands the institutions and practices of government created during the Revolutions and how these elements were revised between 1787 and 1815 to create the foundation of the American political system based on the U. S. Constitution and the Bill of Rights.

12. Understands the significance of the Bill of Rights and its specific guarantees (e.g., the relevance of the Bill of Rights in today's society)

Connecticut Related Content Standards

Grades 5-8

Content Standard 5: United States Constitution and Government

Students will apply knowledge of the U. S. Constitution, how the U. S. system of government works and how the rule of law and the values of liberty and equality have an impact on individual, local, state and national decisions.

Educational experiences in Grades 5-8 will assure that students:

1. Explain how the Constitution divides the power of government among the executive, legislative and judicial branches, and how each branch can check the power of another.
2. Explain how an individual's rights to life, liberty and property are protected by the Constitution and criminal and civil laws.
3. Describe means of conflict management, including negotiation, mediation, arbitration and litigation.

Content Standard 6: Rights and Responsibilities of Citizens

Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.

Educational experiences in Grades 5-8 will assure that students:

1. Evaluate situations involving conflicts between rights and propose solutions to these conflicts.
2. Research an issue of interest and be able to take and defend a position on that issue.

Content Standard 7: Political Systems

Students will explain that political systems emanate from the need of humans for order, leading to compromise and the establishment of authority.

1. Describe the role of the U. S. Constitution in the limitation of government powers.

Module & Lessons	Standards	Lesson principles	Lesson description
<p>Module 1 Lessons 1-3 (CORE/AID/IDENTITY/CONNECTIONS) 1 hour, 15 minutes 3 - 45 minute periods</p>	<p>1, 2, 10, 11</p>	<ul style="list-style-type: none"> • Enduring ideals are the basis of Americans' political identity and culture. • Ideals are important to society and to individuals because they serve to guide actions and decisions. 	<p>The first lesson is a pre-assessment for the unit.</p> <p>The second lesson focuses on a discussion of ideals in all societies, but especially on ideals typically associated with the United States, such as liberty and justice. Journal prompts help students focus on the unit concepts as well as make a personal connection to the lesson materials.</p> <p>Through a small group activity, the third lesson provides an opportunity for students to examine their own ideals. Modifications are provided for students who are below grade level and above grade level as well as an AID opportunity which invites students to write or diagram how American ideals have changed over time and how they might change in the future.</p>
<p>Module 2 Lessons 4-13 (CORE/AID/IDENTITY/CONNECTIONS) 7 hours, 30 minutes 10 - 45 minute periods</p>	<p>1, 2, 3, 4, 5, 6, 7 CT Standards 5, 7:</p>	<ul style="list-style-type: none"> • Government is an institution or system that provides services to people. • Every system of government has advantages and disadvantages. • Government must be powerful enough to meet people's basic needs for structure and services. • The structure and services of government affect the lives of its citizens both directly and indirectly. • Specific documents in American history set forth shared values, principles, and beliefs. • The Constitution describes the basic structure and powers of the form of government that is used in the United States. 	<p>The fourth and fifth lessons provide readings or direct instruction for students on the definition of government, the different forms of government, and the advantages and disadvantages of different systems of government. Through discussion and journal prompts, students address the specific aspects of our government that people appreciate as well as those they dislike. Students discuss the way a government relates to the ideals of its people and the services it provides to people.</p> <p>In lessons 6 and 7 pairs read and discuss "What Democracy Is ...and Is Not" from <i>Comparative Lessons for Democracy</i> and then compose their own definition of democracy. AID students read and discuss "Undemocratic Elements in the Framers' Constitution" from <i>How Democratic Is the Constitution?</i> They then choose a creative project to relate the reading to their own lives.</p> <p>Lessons 8, 9, 10, and 11 focus on the goals of the U. S. Constitution, its historical context, and its importance to the foundations of our government. Task cards provide a review of the branches of government, how they relate to one another, and the balance of power among the different branches. Based on pre-assessment results and knowledge of reading ability, students choose different task cards. All groups create a project that reflects the three branches of government and their roles in the government of the United States as well as the principle that the Constitution describes the basic structure of the government that is used in the United States. AID opportunities include the Power Grab Game and a comparison of the U.S. Constitution to the Russian Federation Constitution.</p> <p>Lesson 12 implements the Parallel of Identity by asking students to identify the powers in their lives, the equivalents of legislative, executive, and judicial branches. Students then use a self-reflection continuum to identify their comfort level with examining and sharing their own beliefs, ideals and or values.</p> <p>The final lesson in this module is quiz on the material covered in the module. Suggested essay questions focus on unit concepts and principles.</p>

Module & Lessons	Standards	Lesson Principles	Lesson description
<p>Module 3 Lessons 14-34 (CORE/AID/IDENTITY/CONNECTIONS/PRACTICE)</p> <p>15 hours, 45 minutes 21 - 45 minute periods</p>	<p>1, 2, 8, 9, 10, 11, 12</p> <p>CT Standards: 5, 6</p>	<ul style="list-style-type: none"> • Citizens of the United States are guaranteed certain rights under the Bill of Rights in our Constitution. • When a person's civil rights are violated, there is a judicial process and system he or she can use to attempt to rectify the problem. 	<p>In Lesson 14 students discuss the one right in our society that is most important to them. This discussion segues into a presentation of the rights the Constitution grants all Americans as well as the responsibilities that go with those rights.</p> <p>Depending upon pre-assessment results, students in Lesson 15 are placed in one of two groups: the first group gets a basic reading introducing the Bill of Rights; the second group does an alternate reading on the amendments not ratified by the States. The two groups then summarize their findings for the class.</p> <p>In Lesson 16 small groups of students discuss the categories of amendments (citizens rights, police and court, states rights, military protection and rights) as well as their feelings about which group is most important.</p> <p>Students examine conflict and its resolution in Lesson 17. They first look at an imaginary scenario and then examine how the law settles conflicts.</p> <p>Lessons 18/19/20 provide an introduction to the Supreme Court. Students discuss the Court's role in our system of justice, take a virtual tour, and look at some sample cases. Students rank their interests in studying related topics (freedom of speech, civil rights, freedom of the press, etc.), so that their preferences can be used to assign case study groups for the final project.</p> <p>Lesson 21 introduces the final project which is a case study activity. After being assigned a topic, student groups will cover the following: cases being considered this year by the Supreme Court, the protocol for preparing a case to be heard in court, an in-depth study of a landmark case, a comprehensive look at one of the current Supreme Court Justices, current political and scholarly conventional wisdom concerning the Supreme Court, and a profile of a person featured in <i>The Courage of Their Convictions</i>. Students will be evaluated not only as part of a group, but also in terms of their individual work.</p> <p>Lessons 22-30 are allotted for work on the final project. While groups are working, the teacher will provide time for direct instruction and/or problem-solving for individuals or groups that are struggling with a certain task or skill. Each lesson will end with a whole group discussion of interesting information students have learned about the important role of the Supreme Court, American ideals, and themselves. Allow time to share problems as well as ways to get over being stuck.</p> <p>Each group will present one of their tasks in Lessons 31-33. After each presentation, listeners discuss what the product reveals about the unit concepts of liberty and justice and/or the American ideals.</p> <p>Lesson 34 concludes the unit with a post assessment as well as an evaluation of students of their reflective skills. Extension activities involve AID, Connections, and Practice Parallels.</p>

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References

- Connecticut State Department of Education. (1998). *The Connecticut framework K-12 curricular goals and standards*. Hartford, CT: Connecticut State Department of Education.
- Kendall, John S. and Marzano, Robert J. (1997). *Content knowledge: A compendium of standards and benchmarks for K-12 education* (2nd ed.) Aurora, CO: Mid-continent Regional Educational Laboratory, Inc.
- Tomlinson, C. A., Kaplan, S. N., Renzulli, J. S., Purcell, J., Leppien, J., & Burns, D. (2002) *The parallel curriculum: A design to develop high potential and challenge high-ability learners*. Thousand Oaks, CA: Corwin Press.

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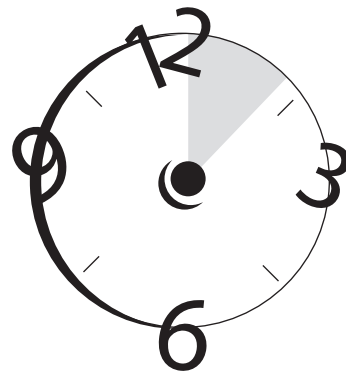
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American Ideals

Core/AID/Identity/Connections

Time Allocation: 1 hour, 15 minutes (3 - 45 minute periods)

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Module Overview

This module introduces students to the ideals associated with the founding of the United States. It facilitates a discussion on the meaning and importance of ideals in all societies, but especially focuses on ideals typically associated with the United States. It also looks at how ideals are related to identity formation and sense of self. While rooted in the core parallel, this introductory module also provides students the opportunity to begin an examination of their own ideals and identity. The module provides for varied learner needs through different journal prompts and small-group activities.

Guiding Questions

- What values and beliefs are the foundations for the Constitution?
- What are my values and beliefs?

BIG IDEA

Ideals

WITH LIBERTY AND JUSTICE FOR ALL: A STUDY OF THE U.S. CONSTITUTION



Content Goals

Universal Theme

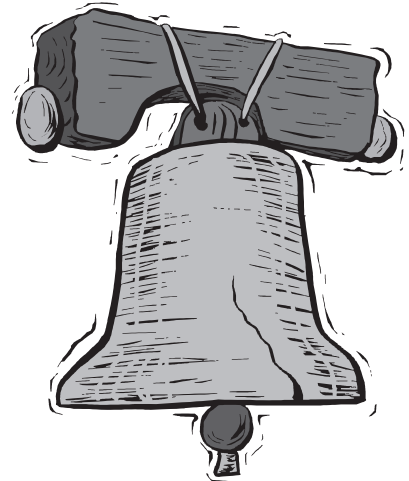
Government

Principles and Generalizations

- Enduring ideals are the basis of Americans' political identity and culture.
- Ideals are important to society and to individuals because they serve to guide actions and decisions.

Concepts

- Ideals
- Identity (national, political, individual)
- Liberty
- Justice
- Beliefs



Teacher Information

N/A

Skills

- Identify, define, and develop abstract concepts
- Compare and contrast personal ideals with those of others
- Develop listening and discussion skills
- Analyze & describe personal goals, traits, and choices

Materials and Resources

1. Copies of the pre-assessment
2. Sticky notes
3. Poster board or bulletin board space
4. Task cards
5. Worksheet with words to the Pledge of Allegiance (Extension Activity)
6. Clavell, James. (1989 reissued edition). The children's story. Dell. (ISBN#04402046832) (Extension Activity)

7. Cubes with prompts (Extension Activity)

NOTE: Please look at the Materials and Resources section of each module before beginning this unit. You may wish to order, locate, and/or preview some of these materials ahead of time.

Preparation Activities

1. Instruct students to bring in or make a blank reflective journal to use throughout the unit.
2. Bring in or make a similar journal for yourself.
3. Prepare your own answer to the lesson one journal prompt and place on a transparency.
4. Use the questions on the same Unit Pre-assessment as a starting point for designing a pretest. Depending on the text series you use and what you intend to emphasize during the unit, you may need to add, subtract, or adjust some questions. The pretest should provide information about students' general and specific knowledge about the U.S. Government as well as their understanding of the unit concepts.

Introductory Activities- Lesson 1 (2 minutes)

Explain to students that the pre-assessment will be used as a tool by you to measure their previous knowledge. Emphasize that they should make their best effort on the assessment but should not worry if they do not know some of the questions.

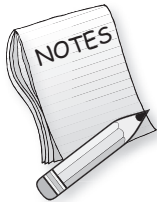
Pre-assessment

SAMPLE UNIT PRE-ASSESSMENT

Identifications: Please identify the following. You do not have to write complete sentences.

1. Balance of Power
2. Bill of Rights
3. Civil Rights
4. Constitution

WITH LIBERTY AND JUSTICE FOR ALL: A STUDY OF THE U.S. CONSTITUTION



- 5. Declaration of Independence
- 6. Democracy
- 7. Government
- 8. Ideals
- 9. Separation of Powers

Short Answer: Answer the following. Give as much detail as you can in your answers.

- 1. Who wrote each of these documents? Why were they written?

	Declaration of Independence	Constitution	Bill of Rights
Who			
Why			

- 2. Why should we learn about the Declaration of Independence, the Constitution, and the Bill of Rights?
- 3. What do these documents have to do with YOUR life?
- 4. What is a government? Why do we have one?
- 5. How is the U.S. government structured? Give as much detail as possible. You may write or diagram your answer.



American Ideals

6. What is the role of the Supreme Court? What is its importance to United States Citizens?

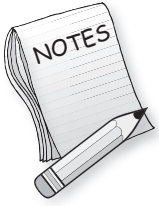
Meaning – What does it mean to have rights? Inalienable rights?	Importance – Why do Americans care so much about rights?
<div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block;"> Constitutional Rights </div>	
Examples - Rights granted to us by the Constitution	Rights not granted to us by the Constitution
What happens in the US when a person's rights are violated? What should happen? Why do you say so?	



Teaching and Learning Activities - Lesson 1 (43 minutes)

Administer pretest

WITH LIBERTY AND JUSTICE FOR ALL: A STUDY OF THE U.S. CONSTITUTION



Introductory Activities - Lesson 2 (10 minutes)

- Write the **Question of the Day** on the board or overhead: What beliefs, ideas, or thoughts are most important to you? If you had to summarize these beliefs or ideas in one or two words, what would they be?
- The **Question of the Day** is a strategy that focuses student attention on unit topics from the moment they enter the classroom. Do this every day and train your students to start thinking and/or journaling on these questions as soon as they are seated. Tell students they will have 5 minutes to write, diagram, or draw their response. Remind students that if they draw or diagram their image, it must be clear enough that a reader can understand what they are communicating. You may want to provide a good example and a poor example of what you mean by *clear*.
- While students are writing in their journals, write the words LIBERTY and JUSTICE on two large pieces of poster board or butcher block and hang them on the wall. The activities in this part of the unit center on these two words. You may also wish to make a bulletin board section devoted to each. Each period's definitions/conclusions about these words could be written on different colored paper and displayed and then adapted throughout the unit. Another idea is to have a word wall on which you display concepts and other important words and phrases related to the unit as they come up in class activities and discussions.
- Share your own response to the Question of the Day. Invite any students willing to share their responses. Don't insist that every student share his or her ideas on such personal questions. The more comfortable the classroom atmosphere, the more likely students are to discuss personal feelings. Even so, some students will prefer not open themselves up to others to the extent required by these questions. They should still be asked to consider these questions, but don't force them to share their answers with the whole class. Encourage student contributions, but limit the time you devote to this introductory activity to about 10 minutes or so.
- Talk as a large group about how the things we believe in and value most highly are said to be our IDEALS.



Preassessment - Lesson 2

The pretest provides information about students' general and specific knowledge about the U. S. Government as well as their understanding of the unit concepts. You should also have or seek out information about student's reading levels, need for scaffolding, ability to think abstractly, and facility with advanced discussion skills.

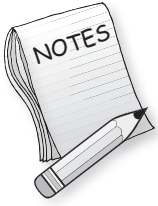
American Ideals

Teaching and Learning Activities - Lesson 2 (35 minutes)

1. Inform students that some political scientists (people who study politics) believe that the words LIBERTY and JUSTICE represent important American ideals. Ask students to think-pair-share (random pairs) on “What is an ideal?” Ask them to agree upon a definition and to write it down. Provide various levels of dictionaries to support students who are having difficulty verbalizing the concept. After each group has shared their definition, come up with a written definition that the class can agree upon. Have students copy these definitions into their reflective journal.
2. Hand out 3-5 sticky notes in 2 contrasting colors to each student. Tell them which color is for liberty and which is for justice. Ask students to write words or phrases on the appropriately colored sticky notes that define one of the words, give an example of what is meant by one of the words, or are something that they associate with one of the words. When they are finished, they should stick the notes to the bulletin board section dedicated to the appropriate word. (This kind of activity not only lets students know that you care about their ideas and opinions, but also gets the adolescent up and moving for a minute or two!)
3. Have a new set of poster board/chart paper or different sections of the bulletin board devoted to each class’s work, as students will return to this activity the next day. Otherwise, collect the sticky notes and save them in a folder labeled with the appropriate period.
4. Share with students that we will be wrestling with the meaning and significance of these two words (concepts) throughout the unit, both as a way to understand the thinking and vision of the founding fathers, the ideals and beliefs of Americans, and as a catalyst for examining and clarifying our own thinking and personal vision.
5. End the lesson by assigning the following journal prompt:
What other ideals do you associate with the United States? Explain journal prompts are designed to help students focus on unit concepts as well as make a personal connection to lesson material. By responding periodically to student journals, you show them that you care about who they are and who they are becoming.



WITH LIBERTY AND JUSTICE FOR ALL: A STUDY OF THE U.S. CONSTITUTION



Introductory Activities - Lesson 3 (10 minutes)

- The **focus for today's lesson is the importance of ideals**. Post the **Question of the Day** on the board. Remind students to begin writing their response as soon as they enter the classroom: What do the words *liberty* and *justice* mean to YOU? What do you suppose they meant to the founding fathers of our nation?
- While students are responding to the Question of the Day, post the sticky notes from the introductory lesson on the board. When students are finished writing, share your response to the Question of the Day and ask for volunteers to share their answers too.

Teaching and Learning Activities - Lesson 3 (35 minutes)

1. Divide the class into homogeneous groups of four, based on your perception of their facility for abstract thought and their capacity for sophisticated expression. To facilitate direction giving, place the directions for each task on different colored cards to hand to each group.

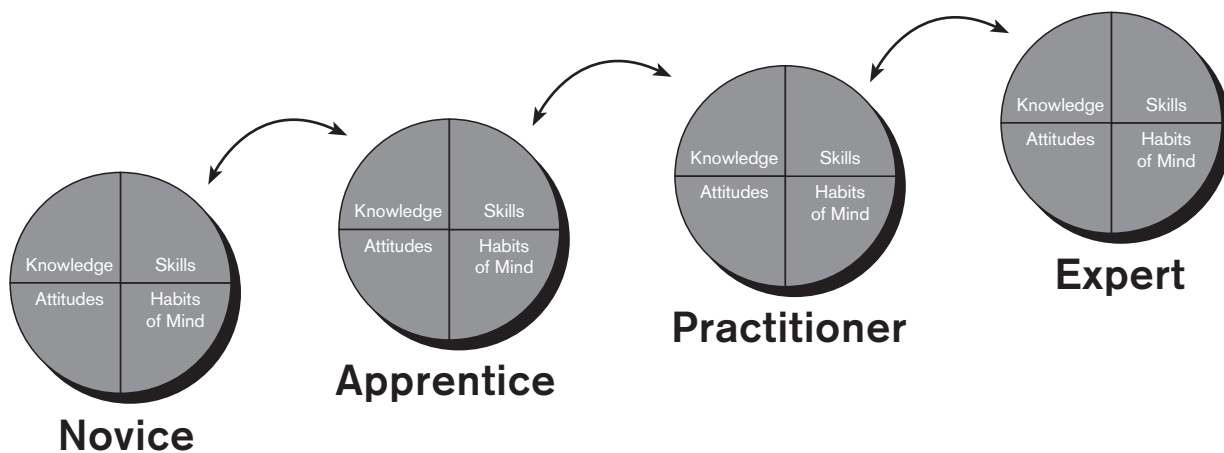
Modifications for Learner Need Things you might look for to determine where to place students:

- Amount of detail and concrete examples they require when presented with new information
- Level of sophistication of their comments in class
- Number and variety of ideas during brainstorming
- Existence or extent to which they combine ideas from disparate sources to make something new

The AID History Continuum (on the following page) is another good tool to help identify students who are ready for activities calling for ascending intellectual demand.

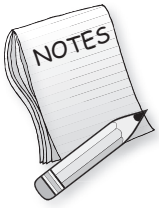
History

Novice	Apprentice	Practitioner	Expert
<ul style="list-style-type: none"> • Defines history as isolated people, places and events • Sees the facts and skills, but not the concepts that link them • Studies history through rote memorization • Needs experiences with sequencing to establish a sense of chronology • Identifies causes and effects as isolated events • Lacks an appreciation for history and its relevance to self and the world in the present and the future. 	<ul style="list-style-type: none"> • Understand history at the conceptual level • Seeks connections among microconcepts in order to make sense of historical patterns and trends • Poses historical research questions • Has a clearly defined sense of chronology • Understands the complexity of causes and effects • Recognizes the importance of perspective in historical events, human perspectives, and consequences. 	<ul style="list-style-type: none"> • Analyzes contemporary events through an historical lens with automaticity • Understands chronology, but has the ability to follow themes across events and time periods regardless of the direction (present to past, past to present) • Identifies unanswered questions and crafts researchable questions to investigate them • Understands the social, political, economic, and technological influences on patterns and trends. • Understands and appreciates the influence of individual experiences, societal values, and traditions on historical perspectives 	<ul style="list-style-type: none"> • Moves easily from the theoretical to the practical and vice versa in response to a situation • Challenges accepted bodies of knowledge, methods, and research findings • Develops themes and connections across historical events, periods, and fields without reliance, but acknowledgement of chronology • Uses the knowledge and skills of the discipline across diverse fields and disciplines • Displays curiosity and seeks challenge through unanswered questions in the field • marvels at the richness of history and its importance in shaping the present and future • Systematically and with automaticity utilizes the knowledge, skills and processes of the discipline to investigate



*Tomlinson, C.A., Kaplan, S. N., Purcell, J. H., Leppien, J. H., Burns, D. F., and Strickland, C. A. (2006). *The parallel curriculum in the classroom: Book 1 essays for application across the content areas K-12*. Thousand Oaks, CA: Corwin Press.

WITH LIBERTY AND JUSTICE FOR ALL: A STUDY OF THE U.S. CONSTITUTION



2. **Task One (Below Grade Level):** Work together to organize the previous day's stickies related to LIBERTY and those related to JUSTICE into categories. Once you have organized the stickies to your satisfaction, write a statement for each category that summarizes how the words in each category work together to help us make sense of meaning and importance of the unit concepts LIBERTY and JUSTICE. Remember, there is no right or wrong way to group the notes, but be ready to tell why you ended up grouping the stickies the way you did. Discuss and be ready to comment: What connections do you see between your categories and American ideals?
3. [Groups working below grade level and those who need concrete examples of things are assigned task one. These might also be students who would benefit from practice sorting and classifying. Highly tactile students would also enjoy this activity. If you have large numbers of students assigned to this task, have one group work on the word LIBERTY and the other on JUSTICE. It is vital that students complete the final step in the activity in which they come up with a statement summarizing or synthesizing their categories. If not, the sorting and classifying could just turn into a fun (or tedious!) activity with little connection to unit concepts and principles.]
4. **Task Two (On Grade Level):** Appoint a scribe to take notes on your group's discussion. Also appoint a discussion leader to ask the following questions: What ideals do you think of when you think of the United States of America or Americans? How do the ideals we have today compare to the ideals early American had? How might our ideals change in the future? Are some ideals "better" than others? Remember that both the scribe and the discussion leader must participate in the discussion.
5. [Assign this task to students working roughly on grade level. Scaffolding for the scribe in tasks two and three might include a graphic organizer with a table or grid with each student's name and columns in which to jot main ideas expressed by each.]
6. **Task Three (Above Grade Level):** Appoint a scribe to take notes on your group's discussion. Discuss whether or not you agree with the following statements and why: Enduring ideals are the basis of a people's political identity and culture. Some ideals are "better" than others.

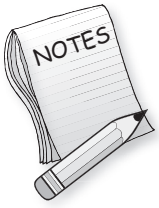


American Ideals

7. [Groups working above grade level, who are strong abstract thinkers with strong vocabulary and skills of expression, should be assigned to task three. This task is also appropriate for students at the Apprentice level or above on the **AID History Continuum** who are ready to extend this discussion to countries beyond the United States and to speculate on the possible universality of this statement. Discussions such as these help students refine their skills and help to push them toward the Practitioner level on the continuum (AID).]
8. **Your role:** While students are working in groups, circulate among the groups and jot down interesting ideas you overhear that would be worth exploring in the whole group sharing activity to follow.
9. **Whole Class:** Ask students from each group to summarize their group's work or share 2-3 interesting points brought up in their discussions. Ask questions (or encourage students to ask questions) that clarify and extend each group's thinking.
10. Reveal the first unit principle: Enduring ideals are the basis of Americans' political identity and culture. Discuss what they think this principle means. Ask them if their ideas about liberty and justice have changed after hearing the ideas of their classmates.
11. It is important to consistently return to the big ideas and essential questions of the unit if we want to ensure a focus on concepts and principles rather than facts and figures alone. This is a key requirement for a Core Curriculum unit. Remember, you should respond to the journal prompt too. You may wish to make your own journal available to struggling students as a model. **(Modifications for Learner Need)**
12. End the lesson with the following journal prompt: Ask all students to write whether or not they agree with the following statement and why: The ideals of **liberty** and **justice** are the basis of Americans' political identity.
13. Collect the journals and choose a random sampling to respond to. Rotate the journals you read and respond to on a daily basis so that all students get feedback at least once per week.



WITH LIBERTY AND JUSTICE FOR ALL: A STUDY OF THE U.S. CONSTITUTION



Products and Assignments

- Journal entries (2) and questions (2) of the day
- Small group work based on readiness
- Summaries of small group discussions

Extension Activities (Connections)

1. Write or diagram how American ideals have changed over time and how they might change in the future. Provide evidence for your opinions in the body of your writing or as annotations to your diagram. **(AID or GT lesson)**. How have you and your ideals changed over time? How might they change? **(IDENTITY)**
2. Find a current newspaper or news magazine article which discusses the idea of liberty or justice. Tell how this article relates to unit principles.
3. Ask students: What is the Pledge of Allegiance? Why do we have it? (What is its purpose?) What does it mean? What relationship does the Pledge have to the previous day's discussion of American ideals? Hand out a worksheet containing the words of the Pledge of Allegiance. (Or have students copy the Pledge into their notebook.) Tell them that this assignment will provide them the opportunity to think about the specific words of the pledge and reflect on its personal meaning and relevance to them.

Directions:

- Underline what you consider to be the most important words in the Pledge of Allegiance.
- Briefly answer the following questions:
 - o What did the writers of the Pledge mean to say and why? Did they succeed?
 - o Why do you think so?
 - o What is the overall message of the Pledge of Allegiance? What effect does it have on people when they recite the Pledge?
 - o Does the Pledge have personal meaning to you or anyone you know? Explain
 - o Why or why not?
 - o Have students pair up with someone to share their answers. Ask random students for their partner's opinions on each question.
 - o Be sure that students point out that the Pledge contains the words "with



liberty and justice for all.” Ask the class how looking at the Pledge relates to the previous class discussion of ideals.

- o Ask students to compose their own version of a pledge that represents their unique vision of America (or other country), what it stands for and what it means to them personally.

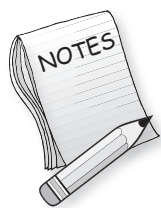
4. **The Children’s Story.** (This may be set up as a learning center.) Have one student volunteer to read aloud the story by James Clavell, called *The Children’s Story*. (As an alternative, you may wish to provide an audio tape of you reading the story.) Remember that not all students with learning disabilities or other special needs will need direct instruction. They should be allowed to work on the alternate activity if they have shown mastery of the topics. Students who have difficulty with auditory processing should be given the text of the story so they can read along. Providing text, key words, and/or pictures might also be important for ESL or highly visual learners. Another idea is to give some students the story ahead of time so they can read it before class.

- Ask students to discuss as a group their reactions to the story. Be sure someone in the group serves as a note taker for the discussion.
- Assign students to a cube, based on capacity for abstract thought (**Modifications for Learner Need**). Make each level of cube out of a different color paper. Each student should receive the appropriate color cube (attached). The student should roll the cube three times. They should choose 2 of the three prompts they roll. They should then take 3-5 minutes to think quietly about their answer to each prompt and jot down notes for discussion. Have students join students with the same color cube to share their answers and invite interpretations from the other students in the group. If one or more prompts on the cube were not chosen by anyone, they should take time to answer these as a group.
- **JOURNAL:** The society represented in *The Children’s Story* seems to have its own set of ideals. What are these ideals and why do you think so? How do these ideals compare to the American ideals of liberty and justice?
- **OPTIONAL:** Have students work in groups to modernize the fable.

Post Assessment

N/A

WITH LIBERTY AND JUSTICE FOR ALL: A STUDY OF THE U.S. CONSTITUTION



Debriefing and Reflection Opportunities (10 minutes)

1. Think-pair-share the following questions:
 - What values and beliefs are the foundations for the Constitution?
 - What are my values and beliefs?
2. In whole and small group discussions review journal entries and questions of the day.



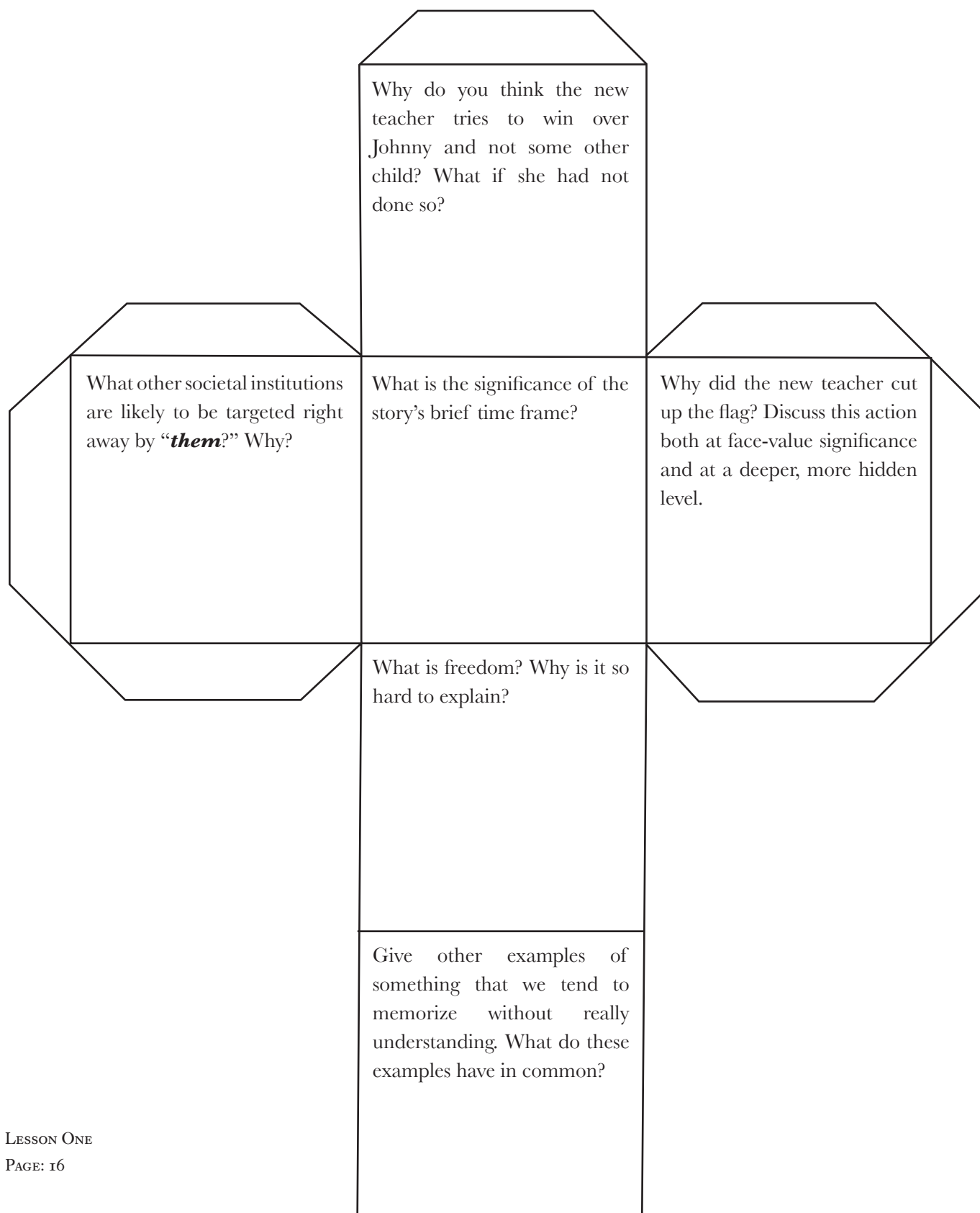
CLAVEL CUBE EXTENSION:

For concrete learners who have difficulty with abstractions

	Why do you think the old teacher was replaced? Why are the children afraid? Should they be?	
What is the most important message the new teacher is trying to convey throughout the story?	Explain the significance of the clothing worn by the teacher. Why do you think the new teacher became a teacher?	What kind of school do you think Johnny's father and other parents have been sent to? Why?
	Compare the classroom of the old teacher and the new teacher. What do you think will happen next in this classroom?	
	Give other examples of something that we tend to memorize without really understanding. What do these examples have in common?	

CLAVEL CUBE EXTENSION:

For students with a great deal of facility for abstraction



CLAVEL CUBE EXTENSION:

For students who are moderately comfortable with abstraction.

Why do you think the old teacher was crying? What kinds of emotions and thoughts were probably running through the new teacher's mind?

Who are "**they**"? Why have *they* come to school? Why doesn't the author give **them** a name?

Explain the significance of the candy incident. Why is this included? What implications does it have for the characters' future?

Why is the title of this book The Children's Story... but not just for children? What exactly do you think this means?

Give other examples of something that we tend to memorize without really understanding. What do these examples have in common?

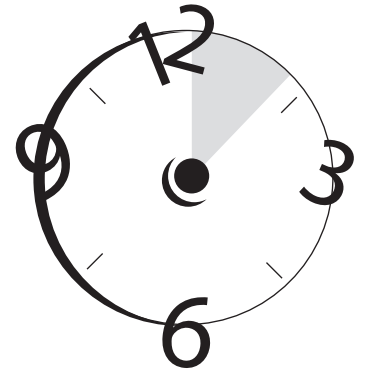
Could a group of adults be as easily swayed as the children in this story could? Explain.

The Structure and Function of the Government of the United States

Core/AID/Identity/Connections

Time Allocation: 7 hours, 30 minutes (10 - 45 minute periods)

Required Materials and Resources on Page 71



Module Overview

This module provides an introduction to the structure of the United States government, the functions of its main branches and how these branches work together to provide a system of checks and balances. Students look at how our Constitution came into being, and the role it plays in setting up and maintaining our system of government. Students are then asked to consider how the people and forces governing their own lives relate to what we learn about governing a country.

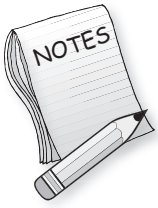
Guiding Questions

- What is the purpose of government?
- How is the American system of government organized?

BIG IDEA

Structure and Function
of Government

WITH LIBERTY AND JUSTICE FOR ALL: A STUDY OF THE U.S. CONSTITUTION



Content Goals

Universal Theme

Government

Principles and Generalizations

- Government is an institution or system that provides services to people.
- Every system of government has advantages and disadvantages.
- Government must be powerful enough to meet people's basic needs for structure and services.
- The structure and services of government affect the lives of its citizens both directly and indirectly.
- Specific documents in American history set forth shared values, principles, and beliefs.
- The Constitution describes the basic structure and powers of the form of government that is used in the United States.

Concepts

- Function of Government
- Structure of American Government

Teacher Information

N/A

Skills

- Use a variety of texts and other resources to build understanding
- Use appropriate strategies to comprehend, interpret, evaluate, and appreciate a variety of resource
- Participate in discussions as knowledgeable, thoughtful contributors
- Analyze personal goals, traits, and choices
- Describe personal goals, traits, and choices

Materials and Resources

1. Readings on definition and functions of government
2. Readings from *Comparative Lessons for Democracy Notebook*, available at cost



The Structure and Function of the Government of the United States

from the Center for Civic Education, 5146 Douglas Fir Rd, Calabasas, CA 91302-1467; http://www.civiced.org/complexx_intro.html

3. Readings from *How Democratic is the American Constitution?* (ISBN#0-300-09218-0)
4. Branches of Government Task Cards
5. Art supplies
6. Computers with Internet access (LCD projector and screen for teacher, if possible)

Preparation Activities

1. Locate a reading selection that deals with the definition of government (what it is; why we have one) and the functions that governments serve (including services it provides people).
2. Locate reading selections on the format and the importance of the Constitution.
3. Prepare a quiz on material you emphasize in this module. See Lesson 13 for ideas on what to include so that you maintain a focus on unit concepts and principles.

Introductory Activities—Lesson 4 (5 minutes)

- Write the question of the day on the board or overhead.
- **Lesson 4: Question of the Day:** What is a government? Do people need a government? Why or why not?

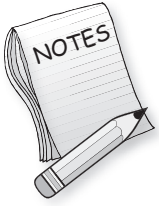
Pre-assessment

- Unit pretest results (Taken in Module One)
- Informal assessment of reading ability and complexity of thinking (teacher perceptions)

Teaching and Learning Activities — Lesson 4 (40 minutes)

1. Provide readings or direct instruction for the students who need it, based upon the results of the pretest. The reading or direct instructions should consider the following points:
 - A government is an institution through which a society makes and enforces its public rules and policies.
 - Every country has a form of government and there are different forms of government in different countries.

WITH LIBERTY AND JUSTICE FOR ALL: A STUDY OF THE U.S. CONSTITUTION



- The form of government a country has is determined by one, some, or its entire population.
- Every system of government has positives and negatives; advantages and disadvantages
- What are some good things government can do for citizens? Bad?

2. Students who already have an understanding of the definition and functions of government may discuss the above points in small groups instead of participating in the above activities. Be sure they appoint a recorder so that they may report on their discussions the last few minutes of the class period. You may also choose to ask these students to complete extension activities from Module One and/or Module Two.

3. End the lesson by assigning the following journal prompt to all students: What specific things do people appreciate about our government? What things do people complain about in our government?

Introductory Activities — Lesson 5 (5 minutes)

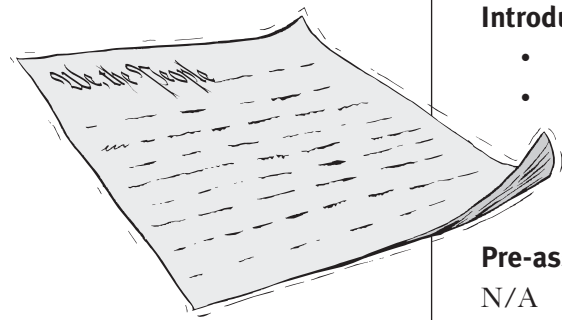
- Write the question of the day on the board or overhead.
- **Lesson 5: Question of the Day:** What does the following statement mean? Governments are usually a work in progress. Write about or illustrate an example that supports your interpretation of the statement.

Pre-assessment

N/A

Teaching and Learning Activities (40 minutes)

1. Ask for sample answers to the question of the day.
2. Follow up with the following questions:
 - In what ways does the form of government in a country relate to the ideals of its people? (Certain forms of government may not fit with the ideals of freedom of speech, for example.)
 - What happens if ideals change over time? (Government may need to respond; people may rebel.)



The Structure and Function of the Government of the United States

3. Brainstorm additional answers. Introduce unit principle: Government is an institution or system that provides services to people. Discuss those services and why they are important to a society.
4. Ask: How does this principle change or reinforce your thinking about the answer you gave to yesterday's discussion about good and bad things the government can do for its people?
5. Conclude the lesson with the following journal prompt: Which of the government services we discussed today is the most important? Why do you say so?

Introductory Activities – Lessons 6/7 (5 minutes)

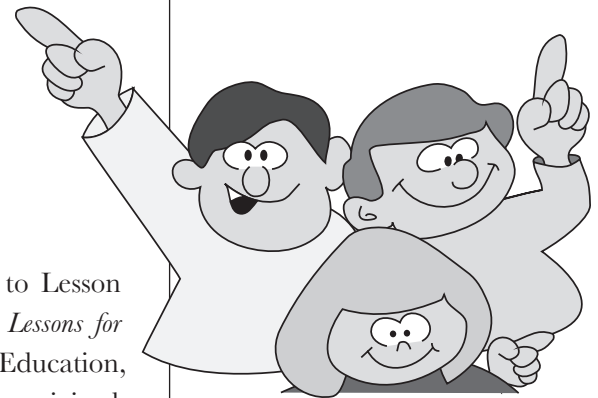
- Write the question of the day on the board or overhead
- **Lessons 6/7:** Question of the Day: How does our form of government reflect our ideals?

Pre-assessment

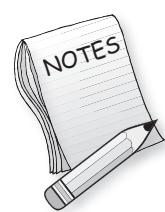
N/A

Teaching and Learning Activities – Lessons 6/7 (1 hour, 25 minutes)

1. Allow students to pick a partner.
2. Distribute reading selection *Does This Seem Right to You?* Refer to Lesson 18, “What Democracy Is... and Is Not” from the *Comparative Lessons for Democracy* notebook, available at cost from the Center for Civic Education, 5146 Douglas Fir Rd., Calabasas, CA 91302-1467; http://www.civiced.org/complexx_intro.html
3. Have students work together to discuss the scenarios on the worksheet.
4. Next, student pairs should fill out the graphic organizer which follows.



WITH LIBERTY AND JUSTICE FOR ALL: A STUDY OF THE U.S. CONSTITUTION



Graphic Organizer: What is a Democracy?

Features of a democracy	Features that make something NOT a democracy
Our definition of democracy	

- 5. Assign one student in each pair to read “What democracy is” and the other to read “What democracy is not” from the *Comparative Lessons for Democracy* notebook. (Note that the first reading is a bit easier than the second.) Pairs should then meet to compare what they read and then add or change information on their original organizer as needed.



The Structure and Function of the Government of the United States

Teaching and Learning Activities for GT or AID – Lessons 6/7 (1 hour, 25 minutes)

1. (GT or AID) For students who have mastery of what a democracy is and/or have advanced abilities in the area of political analysis, assign a reading from *How Democratic is the American Constitution* by Robert A Dahl (2002), pp 1-4; 15-20. This selection stimulates discussion about the relevance of the Constitution to our country today and raises questions about what the author sees as possible shortcomings of the document. Provide students with the **discussion guide** (attached) based on the reading. A similar text may be substituted as long as it pushes students to move to the Practitioner or Expert levels of competency. This assignment may also be provided as a learning center or extension activity for students to access if/when they are ready for it.

Discussion Guide: Dahl, Robert. (2002). How democratic is the Constitution? (pp. 1-4, 15-20). New Haven, CT: Yale University Press.

1. Read the *Introduction: Fundamental Questions*, beginning on page 1 and ending in the middle of page 4.
2. Choose one of the following questions and journal your thoughts or discuss them with a partner or small group:
 - Should Americans be allowed to question the Constitution? Why or why not?
 - Should Americans be encouraged to question the Constitution? Why or why not?
3. Now read the section entitled “Undemocratic Elements in the Framers’ Constitution,” beginning at the bottom of page 15 and ending near the bottom of page 20.
4. As you read, you may wish to fill out the attached graphic organizer to help you keep track of what you read.
5. Meet with your group to discuss the following question:
 - From the perspective of a citizen of the late 18th century, which of these elements posed the greatest threat to the success of the union? Defend your response.



Undemocratic Element	Problem	Implications
Slavery		
Suffrage		
Election of the President		
Choosing Senators		
Equal representation in the senate		
Judicial Power		
Congressional Power		

The Structure and Function of the Government of the United States



6. End both lessons (Core and GT/AID) with a prompt that makes an effort to respond to students' preference for self-expression (drawing or other visual, poetry, etc.). Students choose ONE of the following:

- Draw a picture or chart that shows how you are governed in your personal and/or school life. What are the advantages and disadvantages of this “governing?”
- Find a creative way (poem, sketch, symbol, brief essay, etc.) to express how YOU are a work in progress.
- We’ve talked about what a country needs to function effectively. What does an **adolescent** need to function effectively?
- It is important to provide timely and ongoing feedback to student journal entries. Collect journals from time to time and respond to student work. You do not have to look at every student’s journal every day, but try to provide each student with feedback at least once a week. This feedback can consist of comments on their entries, questions to further their thinking, and/or personal notes about their work in class. You may wish to share particularly good entries with the class with student permission.

Introductory Activities – Lesson 8 (5 minutes)

- Write the question of the day on the board or overhead.
- **Period 8: Question of the Day:** What clues do historical documents such as the Declaration of Independence, the Constitution and the Bill of Rights give you about American ideals? Are there any documents that give clues about YOUR ideals? Explain.
- Students should routinely be given the option to do a concept map or other visual representation of their thinking in answer to the Question of the Day. Be sure they know that they must be able to explain how the visual representation answers the questions posed.

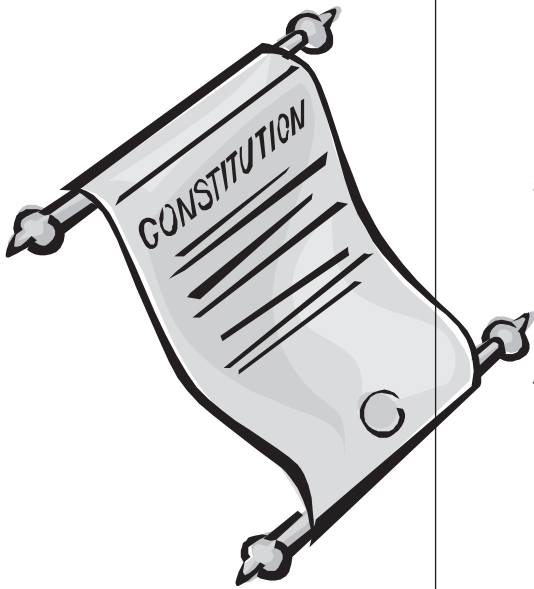
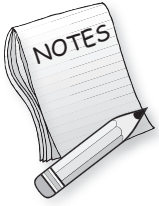
Pre-assessment

N/A

Teaching and Learning Activities (40 minutes)

1. Have students pair up with someone they did not work with yesterday to share answers. After they have shared their answers with each other, ask random students for **their partners’ opinions** on each question. Asking

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for a partner's response, instead of their own, encourages students to really listen to what is said. Warn students that this is coming!

2. **Introduction to the Constitution.** Be sure students understand that the Constitution describes the basic structure of the United States Governments.

Discuss:

- Who were the key players in the writing of the Constitution? Who are the key players in our government today?
- What led our forefathers to write the Constitution? What factors influenced them? What texts inspired them? What were the most important issues for them?
- What did the role of writer of the Constitution involve? What kind of person would take on that kind of role? Are YOU that kind of person? Could you be?

3. This discussion starts students thinking about the kind of people who were involved in setting up our government, leading them to compare the characteristics of these historical figures to themselves, a direct link to the Curriculum of Identity.

4. End the lesson with a journal entry. Ask students to respond in writing to the following question:

- If you had lived at the time of the writing of the Declaration of Independence and the Constitution, do you think you would have participated in that endeavor? Why or why not?

Introductory Activities – Lessons 9/10/11

- Based on the results of the unit pre-assessment, determine which students need instruction on the format and importance of the Constitution.
- Students with little or no working knowledge of this document, its historical context, and its importance to the foundations of our government will need to receive direct instruction and/ or appropriate readings on those topics. The amount of time you need to devote to this instruction depends on your students' previous exposure to these documents.
- Students who have shown mastery of this information may be assigned one or more extension activities.

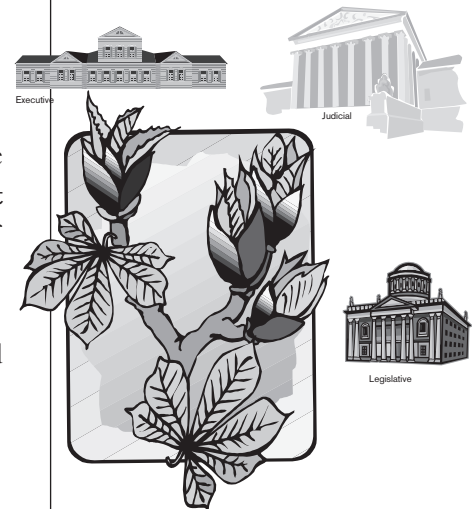
Pre-assessment

Use the pre-assessment results from Module One in making your decisions about appropriate activities for each student.

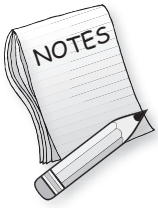
Teaching and Learning Activities – Lessons 9/10/11 (45 minutes each day)

1. All instruction should include the following discussion questions:
 - What were the goals of the U.S. Constitution (short term and long term)? In what ways have these goals changed? Remained the same?
 - What are the powers granted by the Constitution and to whom are they granted?
 - What are the branches of government? How do they relate to one another?
 - What services does each branch provide to citizens?
 - What is balance of **power**? Why is it important?
2. If you find that some or all students need quite a bit of review of the branches of government, consider using the **Branches of Government Task Cards** (see below). This activity will take at least 3 days. Modify it if you can't afford that much time.
3. Assign students to one of three groups based on original pretest results and knowledge of reading ability. (See attached task cards.)
 - a. Task card one is for students with limited reading or English skills and who need basic instruction in the three branches of government.
 - b. Task card two is for students working at or slightly above grade level, especially in reading ability, who need a short review of the three branches of government.
 - c. Task card three is for students working above grade level, especially in reading ability, who have an understanding of the three branches of government.
4. Once students have finished their projects, they should share them in heterogeneous groups (made up of students from each of the three task assignments) OR display the projects around the room and provide an opportunity for students to look at each other's work.

The Structure and Function of the Government of the United States



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5. SKIP OR MODIFY THE PRODUCT IF TIME IS RUNNING SHORT.
You might offer it as a possible extension for those interested or who have extra time

Branches of the U. S. Government Task Cards

[Remove the instructions in **bold** before distributing the task cards.]

TASK CARD ONE

This task is for students with limited reading or English skills and who need basic instruction in the three branches of government. Assign each student to the red, white, or blue team (Note: the red team assignment is the most concrete.) Try to divide up the students so there are an equal number of students assigned to each team. Print out the worksheets for each team. Add the following question to each worksheet: How does the work of this branch of the government reflect American ideals? Instruct students to use the websites provided to answer the questions on their worksheet. (NOTE: A lecture or readings on the three branches of government could be substituted for the web quest if computers are not available.)

1. You will be assigned to the red, the white, or the blue team.
2. Complete *Step 2* found at www.cccoe.net/govern/webquestintro.html and fill out the worksheet your teacher gives you.
3. When you are finished, find one person from each of the other teams and share what you learned about your branch of the government.
4. Work with your new group to complete one of the following projects:
 - a. A story book or puppet show appropriate for elementary students
 - b. A song elementary students could memorize
 - c. A museum display with exhibit card that would attract the attention of an elementary student.
 - d. An instructional poster for an elementary classroom
 - e. A PowerPoint or Hyper Stack presentation that elementary students could view on their own
5. Your presentation must clearly explain the three branches of government and their role in the government of the United States. Be sure your product supports this principle:

The Structure and Function of the Government of the United States

The Constitution describes the basic structure of the government that is used in the United States

While students work on this assignment, meet with them in small groups to answer questions about what they have learned and to clear up any misconceptions that may have arisen. It would be helpful to also have short excerpts from the primary source document to read and discuss at these meetings.

TASK CARD TWO

<http://www.usconstitution.net/const.html>

This task is for students working at or slightly above grade level, especially in reading ability, who need a review of the three branches of government.

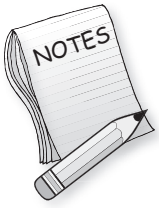
Assign each student to one of the branches of government. (NOTE: A lecture or readings on the three branches of government could be substituted for the web quest if computers are not available.)

1. You will be assigned to one of the three branches of government: legislative, executive, or judicial.
2. Go http://www.usconstitution.net/consttop_govt.html and read about your assigned branch.
3. Go to http://www.usconstitution.net/constfaq_con.html and read the FAQ related to your branch.
4. When you are finished, find one person from each of the other teams and share what you learned about your branch of the government.
5. Work with this new group to complete one of the following projects:
 - a) A story book or puppet show appropriate for elementary students
 - b) A song that elementary students could memorize
 - c) A museum display with exhibit cards that would attract the attention of an elementary student.
 - d) An instructional poster for an elementary classroom
 - e) A PowerPoint or Hyper Stack presentation that elementary students could view on their own

Your presentation must clearly explain the three branches of government and how they work together to form the government of the United States. Be sure your product supports teaches this principle:

- The Constitution describes the basic structure of the government that is used in the United States.

WITH LIBERTY AND JUSTICE FOR ALL: A STUDY OF THE U.S. CONSTITUTION



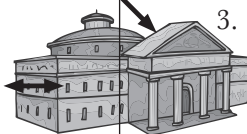
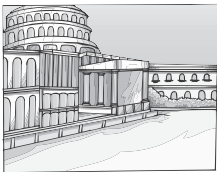
While students work on this assignment, meet with them in small groups to answer questions about what they have learned and to clear up any misconceptions that may have arisen. It would be helpful to have short excerpts from the primary source document to read and discuss at these meetings as well.

TASK CARD THREE

This task is for students working above grade level, especially in reading ability, who have a basic understanding of the three branches of government.

Assign each student to one of the branches of government. (Note: The legislative branch will have the longest reading to do; assign students appropriately. Try to divide up the class so there are an equal number of students assigned to each branch. If you prefer, you may divide students into four groups and have groups one and two read either Article I, sections 1-6 OR Article I, sections 7-10. Be sure you adjust the instructions below to reflect this change.) (NOTE: A lecture or readings on the three branches of government could be substituted for the web quest if computers are not available.

1. You will be assigned to one of the three branches of government: legislative, executive, or judicial.
2. Go to <http://www.usconstitution.net/const.html> and read the article and subsections relating to your branch.
3. Your job is to outline the powers of your assigned branch. In other words, what are the rules governing your branch? What can it do? What can't it do? You might wish to make a graphic organizer of some sort to help you make sense of the information you collect.
4. When you are finished, meet with those students who read the same section as you to compare your findings. Try to clear up any questions you have. (Check with me if you get stuck.)
5. Next, form a new group that consists of one person from each branch. Ask them questions about your branch to see if they understand its role in the government of the United States and its specific powers. Teach them anything they don't know that you think is important. Be sure you get your own questions about the other branches answered.
6. Work with your new group to complete one of the following projects:



The Structure and Function of the Government of the United States

- a) A story book or puppet show appropriate for elementary students
- b) A song elementary students could memorize
- c) A museum display with exhibit card that would attract the attention of an elementary student.
- d) An instructional poster for an elementary classroom
- e) A PowerPoint or Hyper Stack presentation that elementary students could view on their own

Your presentation must clearly explain how the three branches of government work together AND how this interaction supports the ideals important to Americans.

While students work on this assignment, meet with them as a group to play the Power Grab Game at

http://eric.syr.edu/Virtual/Lessons/Social_Studies/US_Government/GOV0045.html

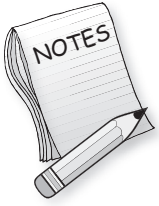
NOTE: This game could also be made available to other students as an anchor activity in the form of a learning center.

GT or AID: (CONNECTIONS) This lesson is for students who do not need a review of the branches of government and have a fundamental understanding of the concept of separation of powers. Provide students with a copy of the Russian Federation's Constitution (available in the *Comparative Lessons for Democracy* notebook), a copy of the Constitution of the United States, and the student handouts provided in lesson 23 from *Comparative Lessons for Democracy: A Guide to a Comparison of Separation of Powers in the Russian Federation's Constitution and the United States Constitution*. Assign students to teams according to interest in law, domestic policy, foreign policy, or elections. Students should read the relevant sections of the Russian Federation's Constitution and the United States Constitution to determine and compare the limitations on power provided for in each. Student teams should come up with a graphic depiction that clearly illustrates the similarities and differences set by each constitution.

Introductory Activities – Lesson 12 (5 minutes)

- Write the question of the day on the board or overhead.
- **Lesson 12: Question of the Day:** What is the meaning and significance of the following quote by James Madison in Federalist No. 47? The accumulation of all powers, legislative, executive, and judiciary, in the same hands... may be justly pronounced the very definition of tyranny.

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Pre-assessment

N/A

Teaching and Learning Activities – Lesson 12 (40 minutes)

1. Direct students to small heterogeneous discussion groups. Assign some or all of the following discussion questions to each group, depending on time available:
 - What powers are granted to you? To others in your life? Do YOU grant powers to anyone?
 - Is there the equivalent of a legislative, executive, and judicial branch in your life? Describe.
 - How does the idea of a separation of powers reflect those ideals we classified as American in earlier lessons? Could these ideals survive in another form of government?
 - What is the relationship between structure and power? How might the structure and powers of a government impact citizens' perceptions of LIBERTY and JUSTICE?
2. Following the above discussions, talk to students about their reactions to those questions that require the skills of self-reflection. Ask students why you ask them to think about and discuss such questions. Post the student portion of the **Self-Reflection Continuum** on the overhead or on a bulletin board. Ask students to use this scale to self-assess their comfort level with the bulleted skills or with other reflective skills you feel are emphasized in this unit. Have them place the assessment in their journal.



Self-Reflection Continuum
Adapted from Strickland and Hench (2003)

For the Student

Place a mark where you feel you fall on the continuum below with respect to the statements or questions your teacher posts. Use a different color or different symbol for each item or sub-item.



I can't do this.
I don't want
to do this.

This is hard, but
I kind of like
doing it.

This is no problem
for me! I love
doing this!

Sample skills to assess:

- Thinking about myself
 - o Talking to others about myself
- Examining my own beliefs, ideals, and or values
 - o Sharing this information with others
- Evaluating my strengths and weaknesses
 - o Sharing this information with others
- Setting goals
 - o Sticking to my goals

For The Teacher:

Place a mark where you feel individual students fall on the continuum below with respect to the bulleted items. You might use a different color or different symbol for each item.



Student struggled
and gave up.

Student struggled
but persevered.

Student seemed
comfortable with
the task

Student relished
the task!

Sample student characteristics to assess:

- Brainstorms numerous or varied possibilities
- Examines ideas from multiple perspectives
- Projects self into the future
- Demonstrates self-knowledge or understanding
- Has a balanced view of strengths and weaknesses
- Accepting of self
- Shares thoughts and/or feelings with others

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3. Conclude the lesson with the following **journal prompt**:

In what way(s) does your life at home or at school reflect the idea of a separation of powers?

Introductory Activities – Lesson 13 (5 minutes)

Explain that you will be giving a quiz that covers the content of the first 12 lessons of this unit. Tell students that they should make their best effort on the quiz, as you will be using it as a tool to measure their knowledge about these lessons.

Pre-assessment

Pre-assessment results from Lesson 1 can be used for comparison.

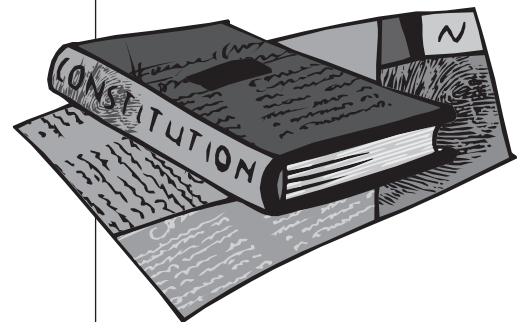
Teaching and Learning Activities – Lesson 13 (40 minutes)

Administer a quiz on the role of government, forms of government, and the U.S. form of government as established in the U.S. Constitution. You may wish to use questions from the unit pre-assessment as a guide. Be sure the quiz specifically matches what you presented and discussed in modules one and two. Suggested essay questions to ensure a focus on unit concepts and principles follow:

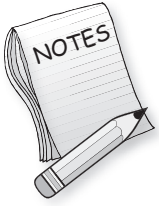
- Why are ideals important to a society?
- What values and beliefs are the foundations for the Constitution?
- What is the purpose of government?
- How is the American system of government organized?
- If you could create and set up your own system of government, what would it look like? How would this system of government reflect American ideals? Your personal ideals?
- How does studying the American system of government help you understand yourself and your role in society?

Products and Assignments

- Readings (Core)
- Choice of products: children's book, museum display, visual, multi-media presentation, teaching song (Core)
- Journal entries and questions of the day (Core, Identity)
- Quiz (Core & Identity)



WITH LIBERTY AND JUSTICE FOR ALL: A STUDY OF THE U.S. CONSTITUTION



Extension Activities

This extension is designed with Robert Sternberg's Theory of Triarchic Intelligences in mind. Students choose ONE:

- (Analytic) Provide students with access to learning centers that contain art with a patriotic theme, books or folders of patriotic song lyrics, poetry, etc. Encourage students to browse the materials at each center. They should then choose an example from one or more centers and compare the works in a brief essay addressing how these works communicate American ideals and/or exemplify the unit principle: Enduring ideals are the basis of Americans' political identity and culture.
- (Creative) Ask students to compose or design their own artistic work expressing what they perceive American ideals to be. They must compose an exhibit card to go along with the work.
- (Practical) Invite students to create and set up a road map for their own new or restyled system of American government. What does the government look like? How does this system of government reflect American ideals? Their personal ideals?

Post Assessment

Quiz on first 12 lessons

Debriefing and Reflection Opportunities (10 minutes)

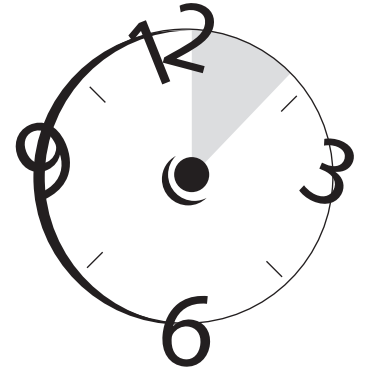
- In small and large discussions review or comment on journal entries and questions of the day
- Share products as well as graphic organizer on features of a democracy
- Allow time for comments or questions on quiz

The Granting and KEEPING of Rights

Core/AID/Identity/Connections

Time Allocation: 15 hours, 45 minutes (21-45 minute periods,
including post assessment)

Required Materials and Resources on Page 71



Module Overview

In this module, students examine the rights and responsibilities granted by the United States Constitution and the Bill of Rights and compare these rights and responsibilities to their own world. Students examine seminal court cases relating to these rights in order to more fully understand the intricacies and nuances of the Constitution. Students will study court rulings and discuss whether or not they agree with the decisions. Using the Complex Instruction format, students will work in groups on various tasks designed to help them not only to understand the purpose and procedures of the Court and the way a Supreme Court Justice works and thinks, but also to consider who they are in comparison to the kind of people that become Supreme Court Justices.

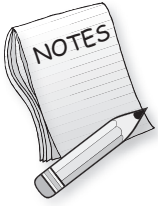
Guiding Questions

- What rights are guaranteed to citizens of the United States under the Constitution and the Bill of Rights?
- What happens when these rights are violated?

BIG IDEA

**Rights and Responsibilities
of U.S. Citizens**

WITH LIBERTY AND JUSTICE FOR ALL: A STORY OF THE U.S. CONSTITUTION



Content Goals

Universal Theme

Government

Principles and Generalizations

- Citizens of the United States are guaranteed certain rights under the Bill of Rights in our Constitution.
- When a person's civil rights are violated, there is a judicial process and system he or she can use to attempt to rectify the problem

Concepts

- Rights
- Justice
- Bill of Rights
- Right to...
- Freedom of...
- Civil rights
- Judicial process
- Landmark cases

Teacher Information

N/A

Skills

- Use a variety of texts and other resources to build understanding
- Use appropriate strategies to comprehend, interpret, evaluate, and appreciate a variety of resources
- Reflect and analyze personal goals, traits, and choices

Materials and Resources

1. Irons, Peter H. (1990). *Courage of their convictions*. Penguin Books. (ISBN#: 0140128107)
2. Access to Internet
3. Access to research materials concerning Supreme Court cases (see attached list of resources)

The Granting And Keeping Of Rights

Preparation Activities

1. Locate a reading on the Bill of Rights – what it is and why it is important.
2. Familiarize yourself with the websites used in this module.
3. Locate and compile a variety of resources for the long-term project.
4. Prepare learning center on cases related to the Bill of Rights (See extension activities).

Introductory Activities – Lesson 14 (25 minutes)

Constitutional Rights and Responsibilities

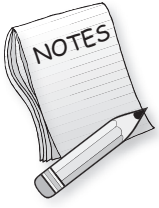
- Write the question of the day on the board or overhead.
- **Lesson 14: Question of the Day:**
- Of the rights you have, which ONE RIGHT is most important to you? Why?
- Briefly discuss responses as whole class.
- Place students in heterogeneous discussion groups of no more than four students. Be sure each group assigns a recorder.
- Provide large chart paper for note taking.
- Discuss the following questions:
 - o What are your rights at school or at home? What rights do you have as a teenager that you did not have when you were younger? What rights do you not have now but hope to have when you get older?
 - o Who protects your rights at home? At school? What happens at home or at school when rights conflict?
 - o Look back at your list of rights at home and at school. Are there any limits placed on these rights? Is this fair? Why or why not?
 - o What responsibilities come along with your rights at school and at home? Which are stated? Which are implied? How did you learn about the implied responsibilities?
- Ask each group to share their answers to one of the above questions.

Pre-assessment

Refer to the Constitutional Rights graphic organizer that students filled out as part of the Module 1, Lesson 1 pre-assessment



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Teaching and Learning Activities (20 minutes)

Segue into a brief presentation that answers or inspires discussion of the questions below:

- What rights do Americans have? How do we get these rights? Who protects our rights?
- Why are there limits on the rights granted to us in the Constitution? Is this fair?
- What happens when the rights of individuals or groups conflict?
- According to the Constitution, what stated responsibilities go along with rights? Implied?

Introductory Activities – Lesson 15 (10 minutes)

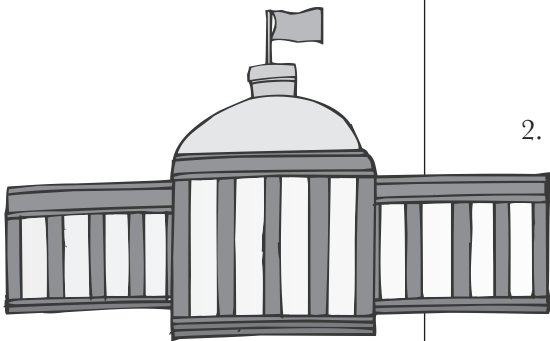
- Write the question of the day on the board or overhead.
- **Lesson 15: Question of the Day:** How do the rights granted by the U.S. Constitution reflect the ideals we discussed at the beginning of this unit?
- Share responses.

Pre-assessment

Unit pre-assessment

Teaching and Learning Activities (35 minutes)

1. Based on the results of the unit pre-assessment, divide students into two groups: Those students with little knowledge of Constitutional rights should get a basic reading introducing the Bill of Rights.
2. Follow the reading with oral (or written) questions to be sure students have understood the material. See sample questions below.
 - What is an amendment?
 - How do we amend our Constitution?
 - Why have there been so few amendments to the Constitution?
 - What is the Bill of Rights?
 - What is its function?
 - What amendments make up the Bill of Rights?



The Granting And Keeping Of Rights



3. Those students who appeared to have a pretty good knowledge of the rights granted to us by the Constitution may do an alternate reading on the amendments not ratified by the States, available at <http://www.law.emory.edu/FEDERAL/usconst/notamend.html> .
4. Ask them to be prepared to give a brief summary of what they read to the rest of the class.
5. Encourage all of the students to speculate on why the amendments did not pass. Do they think these or similar amendments would pass today? What other ideas for amendments do students have?

Introductory Activities – Lesson 16 (10 minutes)

- Write the question of the day on the board or overhead.
- **Lesson 16: Question of the Day:**
- With **rights**, come **responsibilities**. Do you agree or disagree with this statement?

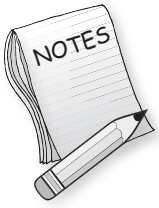
Pre-assessment

Unit pre-assessment

Teaching and Learning Activities (35 minutes)

1. Place students in heterogeneous groups of 3-4 for a 10-minute discussion. Tell them that the amendments in the Bill of Rights are often grouped together in the following manner:
 - Citizen rights: religion, speech, press, assembly, petition (amendment 1)
 - Police and court (amendments 4-8)
 - States rights (amendments 9 and 10)
 - Military protection and rights (amendments 2, 3)
2. They should discuss the following:
 - In your opinion, which group of amendments is most important? Defend your opinion.
 - Are any of these categories of amendments more or less intimately related to the ideals of liberty and/ or justice? Why do you say so?

WITH LIBERTY AND JUSTICE FOR ALL: A STUDY OF THE U.S. CONSTITUTION



3. Invite groups to share their thoughts with the whole class. Focus on how the rights and the responsibilities outlined or implied in the Constitution reflect and shape American ideals.
4. Conclude the lesson with the **journal prompt**.

Ask students to choose one of the discussion questions below: (Here is an opportunity for ongoing assessment. See which students choose to answer the more abstract second question. This may be an indication that they have moved ahead on the AID History Continuum. If you prefer, you may assign students the prompt you think is most appropriate.)

- How does the idea of a separation of powers reflect those ideals we classified as American in earlier lessons?
- Which comes first: a country's ideals or its form of government (AID)? Could/Do the ideals we have been discussing survive in another form of government?

Introductory Activities – Lesson 17 (20 minutes)

When Rights Conflict

- Copy the scenario below on an overhead or photocopy it for students.
- **Lesson 17: Question of the Day:** (See scenario below.) This activity may be found at <http://kancrn.kckps.k12.ks.us/Harmon/breighm/zog.html>
- Another day in the contentious kingdom of Zog, and you, the mighty F'bob, are required to rule on yet another matter in the Court of Justice. But this case is different from the normal, run-of-the-mill robberies, traffic violations, and civil suits. Today the problem is one of balance. The issue is simple. Half your kingdom is, by virtue of a strange malady, unable to learn to read. These citizens are relegated to menial jobs and are a drain on welfare funds. A device has just been invented that will enable them to read and thereby help them to become full members of society, but equipping all the unfortunate means taxing the upper half of the kingdom a third of their income. There is no way to avoid the decision. You are the judge, and your ruling cannot be appealed. Is it fair to take money away from those who have freely and legitimately earned it? Or do you feel that

The Granting And Keeping Of Rights

it is worse to allow those who are terminally deprived to remain that way even though a cure now exists for their condition?

- Discuss student responses to scenario. Relate this scenario to yesterday's discussion about rights and responsibilities of citizens and lawmakers.

Pre-assessment

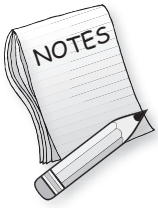
Unit pre-assessment

Teaching and Learning Activities (1 hour, 10 minutes)

1. Discuss the following points with the entire class:
 - Laws are written for the common good and are designed to help us navigate and negotiate the varied perspectives of our nation
 - The exercising of **rights** may create conflict
 - o Whether or not you think something is just, may depend on your perspective.
 - o What happens when conflict occurs?
 - o How can conflict be solved? Escalated? Terminated?
 - o How does the law settle conflicts? (negotiation, mediation, arbitration and litigation)
2. Look at various seminal (landmark, ground-breaking) laws as a whole group, in small groups, or individually. Student should discuss how the laws exemplify the talking points from the lecture. Helpful websites:
<http://www.findlaw.com/cascode/supreme.html> Here you can find summary of decisions by entering name of one of the parties. It is in difficult language, however.
<http://supct.law.cornell.edu/supct/cases/name.htm> Historic cases searchable by party name
<http://www.aclu.org> - website by the ACLU - Enter "students' rights" in the search bar for cases involving these issues.
<http://www.landmarkcases.org/> Excellent resources for teachers, including links to landmark cases
3. Conclude with **journal entry**: How do I approach, think about, and/or solve conflict? (This question is drawn from the focusing questions of the Curriculum of Identity.)



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Introductory Activities – Lessons 18/19 (10 minutes)

Supreme Court Cases

- Write the question of the day on the board or overhead.
- **Lessons 19/20 : Question of the Day:**
- What is fairness? Who should decide?
- Discuss Question of the Day and ask: Who decides what is fair in YOUR life? Home? School? Town? State? Country?

Pre-assessment

Unit pre-assessment

Teaching and Learning Activities (1 hour, 20 minutes)

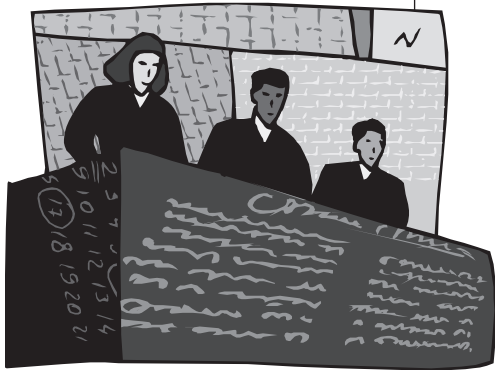
1. As an introduction to the Supreme Court, introduce the unit principle: The Supreme Court plays a vital role in our system of justice. Discuss:
 - What are the various layers of justice available to people in the U. S.?
 - How did these layers come about?
 - Why do we have so many layers to our justice system?
 - Who are the Justices? How are they chosen? How long do they serve?
2. Virtual Tour. Go to <http://www.oyez.org/oyez/tour/> to take a tour of the Supreme Court and meet the current justices. If enough computers are available, students could do this alone or in pairs.
3. Exit Card. List three interesting things you saw in the virtual tour. List two new questions you have about the Supreme Court or the Justices

Introductory Activities – Lesson 20 (10 minutes)

- Write the question of the day on the board or overhead.
- **Lesson 21: Question of the Day.** Post one or more of the questions from yesterday's exit card and ask students to answer those they can.
- Discuss answers and clear up any misconceptions.

Pre-assessment

Unit pre-assessment



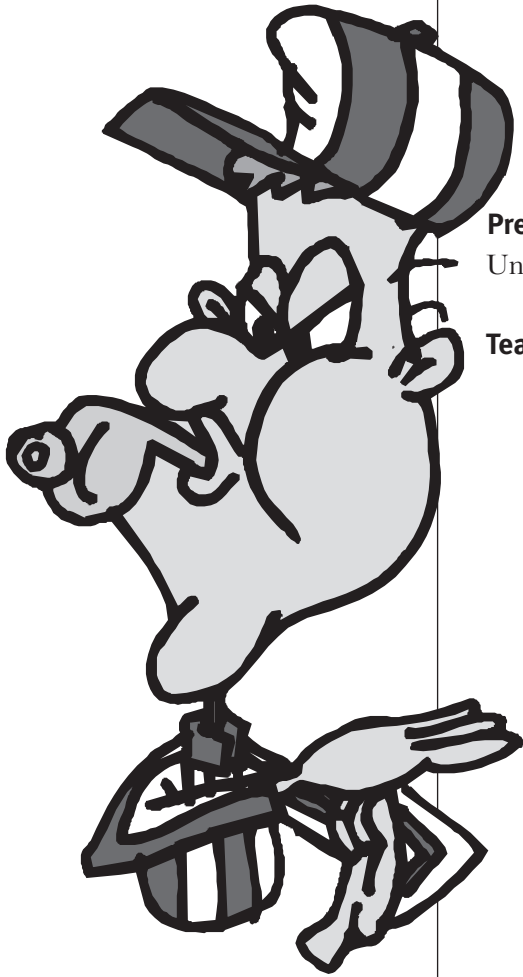
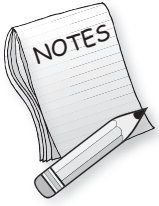
The Granting And Keeping Of Rights

Teaching and Learning Activities (35 minutes)

1. As an introduction to court cases, with the whole class, look at the following site, where you will find a sample case concerning school newspaper censorship: <http://kancrn.kckps.k12.ks.us/Harmon/breighm/case.html>
2. Go through the case together so students can see how a case is set up. Be sure to point out that all the cases follow a similar format.
3. Link the issues in the case to the ideals of liberty and justice (as well as any other ideals identified by the class in Lesson One). Was the ruling in this case consistent with these ideals? Why or why not?
4. What other factors besides ideals must come into play in deciding a Supreme Court case?
5. Some students might benefit from having a copy of the case in front of them as you discuss it. Highlighting the important phrases in the document would help students with written language difficulties. The site also provides a case analysis form that would be a helpful organizational tool for those students who need it.
6. **Exit Card.** Have students rank their interest in studying the following topics in more depth: You will use this information to assign case study groups for the next final project.
 - Freedom of speech (1)
 - Freedom of religion (1)
 - Freedom of the press (1)
 - Right to bear arms (2)
 - Protection from unlawful Search and Seizure (4)
 - Civil Rights (14)
 - Prohibition (18)
 - Women's Suffrage (19)
 - Other idea? _____



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Introductory Activities – Lesson 21 (10 minutes)

- Write the question of the day on the board or overhead.
- **Lesson 22: Question of the Day.** How is the Supreme Court like an umpire? (This activity promotes creative and critical thinking in its emphasis on metaphorical thinking.)
- After students share their answers, ask them to generate other metaphors for the Supreme Court. Assign students to case study groups based on information from the previous day's exit card.

Pre-assessment

Unit pre-assessment

Teaching and Learning Activities (35 minutes)

1. **Introduce the final project, Case Study Project.** During the next several periods or as an ongoing research project, students work to complete the tasks set out in the project directions. Carefully go over these directions with students. Be sure to take time to go over the assessment rubrics for the project as well. Point out that they will be evaluated not only as part of a group, but also in terms of their individual work. Remind students daily to refer to these rubrics to help them monitor and revise their work.
2. You do not have to have groups interested in every topic. Try to go with student interest as much as possible, yet balance group sizes. Groups of three – four are best, but consider the needs and abilities of the students when deciding on exact group size. (Note that task would work well as an interdisciplinary connection to a Language Arts study of biography, research, looking for bias, and writing. Perhaps you can convince the Language Arts teacher to work with you to provide class work time!) As best you can, try to group students together who have diverse talents, as sections of the assignment call for different skills. Be sure you do not put three or four students who will struggle with research into the same group.

The Granting And Keeping Of Rights



Long Term Assignment: LIBERTY and JUSTICE for ALL

You will have approximately ____ periods to complete the following three required tasks and one additional task of your choice. Expect to do some work at home as well. To accomplish this, you will need to divide up the work among team members. Think about what each group member is good at and the kinds of things that interest him or her. Try to assign tasks so that you take as much advantage of these factors as possible. Remember, everyone will probably have to do something he or she would prefer not to! Divide up the work any way you want, but be fair about it! It is perfectly okay to work together on some of the tasks, but keep track of your time so you are able to finish all the tasks on time.

In addition to completing those individual tasks assigned by the group, each group member will be responsible for being familiar with other group members' work at all times. Meet briefly every day to bring each other up to speed on what you have accomplished and what you have learned. It is my right to ask you at any time for an update on each of your group members' work. If you can do so successfully, you will earn extra points for you and for your group. Use each other as a resource. Help each other out. Review and critique each other's work. Your motto should be "All for one and one for all!"

REQUIRED TASKS

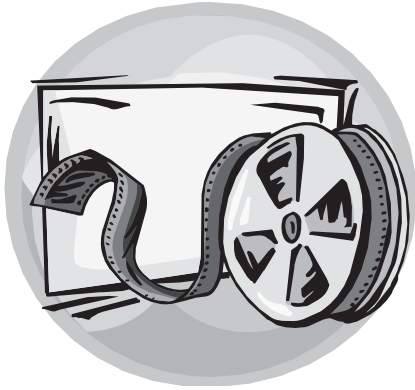
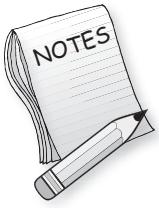
TASK 1: What's Up, Docket?

Find out what kind of cases are being considered this year. A good website to begin at is <http://journalism.medill.northwestern.edu/docket/>

Another good source of information is <http://www.aclu.org> . Put "students' rights" into the search bar to find current issues concerning students in particular.

<http://www.billofrightsinstitute.org/instructional/resources/BR/News/DailyHeadlines.asp> This site has a section called Bill of Rights in the News that deals with current cases concerning Bill of Rights issues

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Browse through the current or previous season's cases to get a broad view of what is of interest to the current court. Take brief notes on the cases you find particularly interesting.

PRODUCT: Make a graphic organizer showing the categories of issues you found. Choose one of these categories and prepare a cover and a table of contents for the next issue of "The Journal of Contemporary Court Concerns".

TASK 2: This Court Rules!

Your job is to find out what exactly goes on in and leading up to the courtroom. How do lawyers and clients get the Supreme Court to consider their case? What happens if the case is not accepted? What if it is? Then what? How do lawyers write and file a brief? How do others show their support for or against the case? What are the guidelines lawyers must follow when appearing before the court? What happens if they don't follow the rules?

http://www.supremecourtus.gov/oral_arguments/guideforcounsel.pdf guide for lawyers appearing before the court

<http://www.supremecourtus.gov/visiting/visitorsguidetooralargument.pdf> visitors guide to what happens during oral arguments

<http://www.oyez.org/oyez.tour/> Take a virtual tour of the Supreme Court

PRODUCT: Prepare a silent movie OR a photo essay in which you show what goes on in the Supreme Court during oral arguments. You will need to prepare text to accompany your movie, just like they used in the olden days, or captions for your photos! Be sure your product shows all you know about court procedures.

TASK 3: Land Ho!

Choose a landmark case to study in depth. You will find a listing of some of these cases at <http://www.billofrightsinsitute.org/instructional/resources/LandMarkSupremeCourtCases/index.htm>

Pick a case that is interesting to your group. You will probably decide to study a case in the interest area that brought you together (speech, religion, arms, etc.), but it is okay to change topics if your group finds something more intriguing.

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You can find the actual case you choose at this site: <http://supct.law.cornell.edu/supct/cases/name.htm>

Read the entire brief (whew!) Refer to our class example about newspaper censorship to help you with this.

PRODUCT: Prepare and perform an oral argument that might have been used by a lawyer arguing this case. Be sure you follow the rules for proper court procedures. Be sure to include a reference to the importance of upholding one or more of the ideals we have identified as American.

CHOICE OF TASKS

Assign or allow individuals or groups to choose one of the following.

TASK 4: Who's Who?

You will be assigned one of the current Supreme Court Justices. Your job is to find out as much as possible about that Justice concerning his or her personal, professional and political life. An excellent place to begin is <http://oyez.org/oyez/portlet/justices/> but do not stop there! If possible, find out what the justice was like at your age. Find an opinion for the majority written by your justice and read it. Do you agree or disagree? Find a dissenting opinion written by this Justice as well. What do they tell you about the Justice? What do they tell you about the ideals this Justice holds most dear?

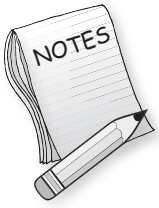
PRODUCT: Make a collage representing this Justice and his or her life. Use pictures and symbols to represent important ideas and themes. Be sure you can explain why you chose the components you did for the collage. Before you glue anything down, play with the pictures to find the most aesthetically pleasing and/or most powerful arrangement. Compose an exhibit card to accompany the collage.

TASK 5: Find the Dirt! (GT, AID, PRACTICE)

Do some digging to find out what current scholars and political analysts are discussing in terms of the Supreme Court. What do they think about the Supreme Court and how it works? Are there any problems with the current system? What are the controversies concerning the role of the Supreme Court Justices? How and why has the court changed over time? Is this a good or a bad thing? What changes are predicted for the future?



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PRODUCT: Play the role of political analyst and write a persuasive essay in which you argue for a change in policy concerning the Supreme Court. Include references to one or more of the ideals we have identified as American.

TASK 6: Did You Ever Know That You're My Hero?

Read a chapter from *The Courage of Their Convictions*. Outline the issues involved in this case. What else can you find out about this person and/or this case? Profile the key player: What is he or she like? Why was this issue important to him or her? How did being involved in this case affect his or her life? What do you find admirable about this person and his or her actions? Not so admirable? Compare this person to yourself. How are you like and unlike this person? Could you have done what he or she did?

PRODUCT: Think of a problem that you (or someone close to you) have encountered in your life. Write and illustrate a children's storybook about a similar situation, but make the person you read about the main character in this new story. How would he or she have dealt with the problem? Be sure your story illustrates one or more of the ideals we have identified as American.

TASK 7:

If you have an alternative idea for an investigation and a resulting product, that would further your knowledge and understanding of the American Justice System, please discuss it with me as soon as possible.



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SCORING GUIDELINES

- You will receive a more detailed rubric for each of the product options outlined above. Each task is worth up to 25 points.
- Up to 25 additional points will be awarded according to the ability of your group to function well together.
- Successful “quizzes” on what group members are up to at any particular point will be worth 5 points each to both the individual and the group.

Your group grade will be calculated as follows:

120+ points	A+
110-119	A
100-109 points	B
85-99 points	C
75-84 points	D
Below 75 points	F



COMPLEX INSTRUCTION JOURNAL

Your class journal should include all of the research notes and product drafts you make while completing the group project as well as a log of what you accomplish each day.

You should also plan to set aside at least 5 minutes a day in which you respond to one of the following journal prompts. I will be collecting your journals at random during this time to check and respond to your entries.

Date	PROMPT
	What do Supreme Court Justices think about? How do they work? To what degree is this familiar, surprising, and/or intriguing to me?
	When I am intrigued by an idea, what do I gain from that, contribute as a result of that, and what difference does it make to me and others? (Give an example.)
	What are the problems and issues on which Supreme Court Justices spend their lives? How do Supreme Court Justices handle these and other problems associated with their position?
	How do I handle problems and issues in my life? (Give specific examples.) What are my strengths and weaknesses in this area?
	What kinds of cases does the Court seem particularly drawn to? Why do I think this is so? What principles or ideals are at the core of these cases?
	Should the Supreme Court be allowed to refuse to hear a particular case? Why or why not?
	How does it happen that the Supreme Court has reversed itself numerous times? What are the implications of this? Should this be allowed?
	What happens when I change my opinion about something concerning my ideals and/or beliefs or those of my family? (Give an example.)
	What paradoxes are evident in the set up or actions of the Supreme Court? How does the Court handle these? How do I handle paradoxes? (Give an example.)
	What changes do you foresee for the Supreme Court in the next 200 years? Justify your predictions.
	What kind of a person appeals a case to the Supreme Court? Am I that kind of person? Explain.
	Who are the heroes when a case goes to the Supreme Court? Who are the villains? Who are my heroes? Why?
	What makes a good Supreme Court Justice? Could I be that kind of person?
	How does learning about the Supreme Court help me understand the ideals America was founded upon? How does learning about the Supreme Court help me understand myself better?
	What do I like and dislike about working in groups? What kind of a group member am I? What are my strengths? Weaknesses?

Long Term Assignment: GROUP RUBRIC

(Possible Points)	NOVICE (15-17)	EMERGING (18-21)	COMPETENT (22-24)	EXPERT (25)
<p>Tasks</p> <p>*see below for special rubric for arguing cases (Task 3)</p>	<p>Product does not show evidence that the instructions leading up to the product or the product requirements were seriously considered.</p> <p>Product contains inaccurate or misleading information.</p> <p>Errors in mechanics (spelling, grammar, etc.) or aesthetics (balance, contrast, emphasis, etc.) distract the viewer.</p>	<p>Project shows attention to task instructions leading up to product and to product requirements, although some parts seem to have received less attention than others.</p> <p>Product information is accurate with the exception of minor details or omissions that do not detract from the overall impact.</p> <p>Errors in mechanics (spelling, grammar, etc.) or aesthetics (balance, contrast, emphasis, etc.) are noticeable, but do not distract from overall impact of product.</p>	<p>Project demonstrates clear and consistent attention to task instructions leading up to product and all product requirements are met.</p> <p>Product contains accurate information.</p> <p>There are no mechanical errors and/or project is aesthetically pleasing.</p>	<p>Project demonstrates attention to task and product requirements that go beyond what is asked (research, discussion, contemplation).</p> <p>Product content is accurate and insightful, fresh, and/or surprising to the viewer.</p> <p>Use of mechanics and/or impact of elements of design are what you would expect from a professional in the field.</p>

(Possible Points)	NOVICE (15-17)	EMERGING (18-21)	COMPETENT (22-24)	EXPERT (25)
Group Dynamics	<p>Not all group members contribute to the final product; work is divided up unfairly.</p> <p>Group members do not seem to be aware of what others are doing and/or accomplishing.</p> <p>Conflicts are not resolved.</p> <p>Tasks are divided up with no regard to individual strengths or interests.</p>	<p>Each group member contributes to the final product, although some group members do more than others.</p> <p>Group members have a general sense of what others are doing and/or accomplishing.</p> <p>Conflicts that arise require teacher intervention.</p> <p>Group members appear aware of individual strengths and interests although these strengths are not clearly exploited.</p>	<p>Work is divided fairly.</p> <p>Group members keep abreast of others' progress.</p> <p>Group members review and critique each others' work on a regular basis.</p> <p>Conflict is handled appropriately with assistance of the teacher when necessary.</p> <p>Tasks are divided up according to individual strengths and interests where possible.</p>	<p>Work is divided fairly.</p> <p>Group members are in constant contact about what they are doing and what progress they are making.</p> <p>Conflict is handled quickly and fairly with no intervention by the teacher.</p> <p>Group takes clear and consistent advantage of individual strengths and interests of members in division of labor.</p>
Arguing Cases (Task 3)	<p>Argument does follow rules for proper court procedures.</p> <p>Argument is illogical and/or unplanned.</p> <p>Speaker is difficult to hear and/or makes grammatical errors that detract from the message.</p>	<p>Project shows sporadic attention to proper court procedures.</p> <p>Argument is logical, but unconvincing.</p> <p>Speaker is audible. Grammatical errors are noticeable but do not distract from overall impact of argument. NOTE: for beginning ESL students, you should probably ignore grammatical errors.</p>	<p>Project shows attention to proper court procedures.</p> <p>Argument is logical and organized.</p> <p>Speaker is audible. Grammatical errors are not noticeable.</p>	<p>Project shows attention to every detail of proper court procedures. The listener feels like he or she is witnessing a "real" argument.</p> <p>Argument content is insightful, fresh, and/or surprising to the listener.</p> <p>Speaker is audible and pleasing to listener.</p>

(Possible Points)	NOVICE (15-17)	EMERGING (18-21)	COMPETENT (22-24)	EXPERT (25)
Group Progress Checkpoints	Individual is unable to provide updates on other group members' progress.	Individual is able to provide general updates on other group members' progress.	Individual is able to provide consistent and accurate updates on other group members' progress.	Individual is in constant contact with group members about progress of self and others and helps others keep up to speed as well.
Journal - project log	Entries do not allow reader to track project progress.	Entries, while not daily, do appear to track project progress.	Daily entries note project progress.	Daily, detailed entries concern all phases of project progress.
Journal – personal reflections	Responses to daily prompts are incomplete. Personal prompts, when completed are non-reflective in nature	Responses to daily prompts are consistent overall and reflective in nature as appropriate. Writing reflects progress toward self-understanding.	Responses to daily prompts are thorough and reflective when appropriate. Writing reflects accurate knowledge of self.	Daily, detailed entries are insightful and highly reflective when appropriate. Writing demonstrates a thorough understanding of self.

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3. Conclude Lesson 22 with the following journal prompt:

What do you think will be especially interesting to you in this project? What might be especially hard?

Introductory Activities (Lessons 22-30)

N/A

Pre-assessment

Unit pre-assessment

Teaching and Learning Activities (5 hours, 55 minutes – 9-45 minute classes)

1. Each of these lessons should be allotted for work on the Final Project.
2. If you see individuals or groups that are struggling with a certain task or skill, invite them to meet with you for direct instruction and/or problem-solving during a portion of the class period.
3. End each day with a whole-group discussion of the interesting things students came across, new ways to think about things, problems they ran into, ways to get over being stuck, etc.
4. Discuss what has their work taught them about the important role of the Supreme Court? About American ideals? About themselves?
5. Your role throughout the project work is to check on the progress of the groups' work, ask questions concerning their findings (see project instructions), design and conduct mini-lessons on how to do research (ex. finding appropriate web sources), writing skills (e.g. use of formal language in writing of briefs, oral presentation skills, persuasive argument, etc.), and/or group interaction skills (e.g. conflict management). Some groups will likely need a closer watch on their progress than others. If necessary to meet the group needs, you may eliminate or modify one or more of the tasks. Be sure to provide a space in the classroom for students to keep their work in progress. This will help avoid problems related to student absences.

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6. Each day, set a bell or other timer to ring 5 minutes before the period bell. Remind students to complete the Complex Instruction Journal Prompts at this time. You may wish to suggest particular prompts for certain students. Consider highlighting those prompts to which you feel they **MUST** respond. They would then be free to **CHOOSE** from those that remain once those are completed. You may also need to either scaffold some of the prompts for struggling or ESL learners and/or reduce the number of questions within each prompt.

Introductory Activities – Lessons 31-33 (10 minutes)

- Write the question of the day on the board or overhead.
- **Lesson 32: Question of the Day:**
- The issue of governing is the most difficult issue facing a society. Explain what this statement means. Do you agree or disagree?

Pre-assessment

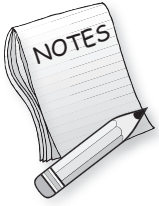
Unit pre-assessment

Teaching and Learning Activities (1 hour, 55 minutes)

1. Ask each group to present ONE of their tasks. If possible, try to have at least one presentation on each of the required and optional tasks.
2. Ask each group to assess their work on the tasks and on group dynamics.
3. Individual group members should self-assess on the Individual Rubric. Collect these assessments along with their final products.
4. After each presentation, ask the listeners what the product reveals about the unit concepts of **LIBERTY** and **JUSTICE** and /or **AMERICAN IDEALS**.
5. Debrief students at the end of Lesson 34 after presentations are completed. Ask them the following questions:
 - How have your ideas about these principles changed over the course of the unit?



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- What new questions do you have about American ideas, our government, and our justice system?
- What has an examination of American ideals revealed about your own ideals?
- How has your knowledge and understanding of yourself changed over the course of this unit?

Introductory Activities – Lesson 34 (5 minutes)

Explain to students that the final assessment will be used by you to measure their knowledge about this unit. Emphasize that they should make their best effort on the assessment.

Pre-assessment

Unit pre-assessment

Teaching and Learning Activities (45 minutes)

1. Retest students using the pre-assessment given at the beginning of the unit.
2. In addition, ask students to reevaluate their reflective skills on the student portion of the **Self Reflection Continuum** from Module 2.
3. You may also wish to evaluate each student to see where you think he or she falls on the **AID History Continuum** from Module 1. Highlight the traits you feel match each student and include that copy of the continuum with their final unit grade.

Products and Assignments (for all of Module 3)

- Journal Entries and questions of the day
- Exit Cards
- Final products and presentations

Extension Activities

1. Using case summaries from *You Decide: Applying the Bill of Rights to Real Cases* (see bibliography) or from other sources, set up a learning center in which students read a case summary and try to identify which amendment might be used in arguing for or against the case. Provide an answer key so students

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can self-check. Prepare 2 levels: level one should have case descriptions that are paraphrased and level two should have the actual case “syllabus” for those with more advanced reading skills. Place the materials for each level in a different colored folder or crate. You can have students choose which level they would like to try or you can assign students to the appropriate colored folder.

2. Something similar to this would be to get basic level case law textbooks with cases to analyze that beginning law students analyze. They are very interesting to read and students get to decide how they would rule based on the evidence and the laws. They are particularly interesting because they are real life cases, and then the students can read about how the courts decided the matters.
3. **AID/CONNECTIONS** – Investigate and report on how the rights we enjoy here compare to rights of people in other countries. Is there such a thing as universal rights? How might universal rights be enforced?
4. **AID/CONNECTIONS & PRACTICE** – The Comparative Lessons for Democracy notebook includes numerous ideas for extensions relating to government structure and policies in other countries that would be appropriate for GT students and for students who are moving beyond the novice level on the AID History Continuum.

Post Assessment

- Authentic assessment tasks
- Post test
- Self Reflection Continuum
- AID History Continuum

Debriefing and Reflection Opportunities (for all of Module 3)

1. Journal entries and questions of the day
2. Exit cards
3. Class discussions

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Annotated Bibliography of Resources

PRINT SOURCES

Agel, J. B. (1997). *We, the people: Great documents of the American nation*. New York: Barnes & Noble. Resource book of 200 documents, writings, speeches, and patriotic song lyrics – includes the Constitution and Federalist Papers

Alesi, G. (2000). *How to prepare for the U.S. citizenship test*. Hauppauge, NY: Barron's. Guide to citizenship application process – It may be useful as learning center activities or as source of basic information on documents and governmental structures.

Center for Civic Education, (1998). *Foundations of democracy: Authority, privacy, responsibility, and justice (Teacher's guide)*. Calabasas, CA: Center for Civic Education. High school level workbook designed to promote effective citizenship–use of essential questions helps teachers maintain conceptual focus–includes complete lessons plus general teaching strategies–would be useful in setting up learning centers and as a background resource for the teacher

Center for Civic Education & the National Conference of State Legislatures. (1996). *We the people... project citizen (Teacher's Guide)*. Calabasas, CA: Center for Civic Education. Teacher's guide to a competition sponsored by the Center for Civic Education–tips, procedures, sample checklists and rubrics are included. The rubrics and lists of requirements may be helpful in planning for and evaluating the final projects.

Clavell, J. (1989). *The children's story... but not just for children*. New York: Dell. Short novel about how patriotism can be easily warped by the right techniques–the story was inspired by a conversation the author had with his daughter about the meaning of the Pledge of Allegiance.

Dahl, R. A. (2002). *How democratic is the American Constitution?* New Haven, CT: Yale University. Fascinating analysis of issues concerning democracy and the Constitution–the author wants to change the way readers think about the Constitution–written for an adult audience, but excerpts could be used with advanced secondary students

Friendly, F. W. and M. J. Elliott (1984). *The Constitution: That delicate balance: Landmark cases that shaped the Constitution*. New York: Random House. Seminal Supreme Court cases are profiled in a story-like style from the initial issue to the conclusion of the court case. The text includes analysis of both and is appropriate reading level for upper middle school students and beyond.

Garraty, J. A., Ed. (1966). *Quarrels that have shaped the Constitution*. New York: Harper & Row. Text is a collection of essays on seminal Supreme Court decisions–includes background, analysis, and results–high school or beyond reading level.

History of a free nation: Supreme Court case studies (1996). New York: Glencoe. A companion workbook to *The History of a Free Nation* textbook series – cases are summarized with follow-up questions for the reader

Irons, P. H. (1990). *Courage of their convictions: Sixteen Americans who fought their way to the Supreme Court*. Penguin Books. Engaging stories about the people t the cases

Jaffe, C. S. and B. T. Roberts (1987). *We the people: Exploring the U. S. Constitution.* Hawthorne, NJ: Educational Impressions.

Succinct summaries of key concepts and documents along with teaching and learning activities—may be useful source of material to adapt for struggling learners, but be careful of a somewhat more simplistic approach than most middle school students need

Monk, L. R. (2000). *The Bill of Rights: A user's guide.* Close Up Foundation. Tells the story of the birth and development of the Bill of Rights—each of the 10 amendments is profiled in a separate chapter—short summaries of court cases that relate to each of the amendments are included along with profiles or writings by key players—good source for cartoons for questions of the day—appropriate reading level for upper middle school students

Patterson, T. E. (2002). *We the people: A concise introduction to American politics (4th Edition).* New York, McGraw Hill. It is a comprehensive teacher resource that could also prove useful to advanced student. Organized around key concepts, it moves beyond the time of the birth of the Constitution to present day issues.

Shinew, D. M. and J. M. Fischer, Eds. (1997). *Comparative lessons for democracy: A collaborative effort of educators from the Czech Republic, Hungary, Latvia, Poland, Russia, and the United State.* Center for Civic Education in cooperation with Ohio State University. Awesome resource for teachers and advanced students—includes lesson plans, readings, documents, and handouts related to the state of democracy in the U.S. and other countries—funded by a U.S. Department of Education grant, it is available at cost from www.civitas.org—excellent source for learning centers

Smith, G. B. and S. A. L (1992). *You decide: Applying the Bill of Rights to real cases.* Pacific Grove, CA: Critical Thinking Press & Software. Organized by amendment, this workbook provides brief summaries of cases related to each amendment in the Bill of Rights. There are student questions and activities throughout, but they tend to be rather low-level in nature. This might be a good resource for identifying important cases and for an easy introduction to the meaning of each amendment.

Social Science Education Consortium, (2000). *Teaching the social sciences and history in secondary schools: A methods book.* Prospect Heights, IL: Waveland. Excellent teaching methods book on background of social studies education—important themes in social studies education and classroom tested strategies for use in the social studies classroom—lots of resources for the teacher

Stockard, J. W. (2001). *Methods and resources for elementary and middle-school social studies.* Prospect Heights, IL: Waveland. Excellent teaching methods book on background of social studies education—important themes in social studies education and classroom tested strategies for use in the social studies classroom—lots of resources for the teacher

WITH LIBERTY AND JUSTICE FOR ALL: A STUDY OF THE U.S. CONSTITUTION

ELECTRONIC SOURCES

General

<http://www.billofrightsinstitute.org>

Premier source of information on the Bill of Rights, Articles, teaching resources, lesson plans, Bill of Rights in the news, etc.

<http://www.billofrightsinstitute.org/sections.php?op=viewarticle&artid=13>

To get an online monthly newsletter about the Bill of Rights

<http://www.billofrightsinstitute.org/pdf/borcardsorderform.pdf>

Source for pocket size Bill of Rights cards – good for prizes!

<http://www.civiced.org>

Invaluable resource—lesson plans, resource lists, information on teaching of civics at all grade levels

<http://www.crfc.org>

Non-profit, non-partisan site to promote responsible civic action in school children—online lessons, annotated web resource lists, articles, current events, etc.

<http://www.aclu.org/StudentsRights/StudentsRightsMain.cfm>

Website by the ACLU concerning students' rights issues

<http://kancrn.kckps.k12.ks.us/Harmon/breighm/zog.html>

Kingdom of Zog simulation

<http://www.usconstitution.net/const.html>

Website teaching about branches of government—elementary- middle school

<http://www.cccoe.net/govern/webquestintro.html>

Website teaching about branches of government—elementary-middle school

Constitution

<http://USConstitution.net>

U.S. Constitution on line. Includes articles discussing numerous issues and interpreting the text of the Constitution

http://www.usconstitution.net/consttop_sepp.html

Article about separation of powers

<http://www.megalaw.com/top/constitutional.php>

Links to state constitutions

<https://secure.freedom.org/eco/buy-const.dyn>

Pocket size copies of the Constitution, available in bulk

http://ericir.syr.edu/Virtual/Lessons/Social_Studies/US_Government/GOV0045.html

Source of Power Grab game

Amendments never ratified for the Constitution

<http://www.law.emory.edu/FEDERAL/usconst/notamend.html>

<http://www.usconstitution.net/constamfail.html>

<http://fclld.hartford.edu/anderson/amendment/Alsorans.htm>

Supreme Court

<http://www.supremecourtus.gov/index.html>

Supreme Court website - lots of good stuff – spend some time exploring here– encourage students to do so as well

<http://www.law.cornell.edu/rules/supct/overview.html>

Current rules of the Supreme Court

<http://www.oyez.org/oyez/tour/>

Virtual tour of Supreme Court

Supreme Court Cases

<http://www.oyez.org/oyez/portlet/directory>

Supreme Court cases searchable by subject – past and current cases

<http://www.findlaw.com/cascode/supreme.html>

Here you can find summary of decisions by entering name of one of the parties. It is in difficult language, however.

WITH LIBERTY AND JUSTICE FOR ALL: A STUDY OF THE U.S. CONSTITUTION

<http://www.billofrightsinstitute.org/pdf/landmark-cases.pdf>

Landmark cases

<http://www.landmarkcases.org/>

Excellent resources for teachers, including links to landmark cases

http://www.crf-usa.org/bria/bria18_3.htm

Solid descriptions of cases related to the Bill of Rights in language appropriate for middle school—cases are divided by subject area and are followed by critical thinking questions.

<http://supct.law.cornell.edu/supct/cases/name.htm>

Historic cases searchable by party name

<http://www.aclu.org/>

Put “Students’ Rights” in the search bar to find a section devoted to current issues of concern to students in particular.

<http://journalism.medill.northwestern.edu/docket/>

Find out what kind of cases are being considered this year.

<http://kancrn.kckps.k12.ks.us/Harmon/breighm/case.html>

Sample case concerning school newspaper censorship

<http://www.access.gpo.gov/congress/senate/constitution/bright.html>

Listing of Supreme Court cases according to the amendment they relate to

<http://www.nationalmocktrial.org/casearch/cfm>

Will send you sample fictitious cases used in Mock Trial competitions

“Curriculum Map”

Author: : Cindy Strickland

Curriculum Map: Curriculum Map: Liberty and Justice for All: A Study of the U.S. Constitution

Grade Level: 8

Major Principles and Generalizations	Time Allocation and Parallel	Minor Principles and Generalizations	Concepts	Skills	Themes	Guiding Questions
<p>Module One, Lessons 1-3</p> <p>Enduring ideals are the basis of Americans' political identity and culture.</p>	<p>CORE /AID/ IDENTITY/ CONNECTIONS</p> <p>1 hour, 15 minutes</p> <p>(3 – 45 minute periods)</p>	<ul style="list-style-type: none"> • Ideals are important to society and to individuals because they serve to guide actions and decisions. 	<ul style="list-style-type: none"> • Ideals • Identity (national, political, individual) • Liberty • Justice • Beliefs 	<ul style="list-style-type: none"> • Identify, define, and develop abstract concepts • Compare and contrast personal ideals with those of others • Develop listening and discussion skills • Analyze and describe personal goals, traits, and choices 	<ul style="list-style-type: none"> • Government 	<ul style="list-style-type: none"> • What values and beliefs are the foundation for the Constitution? • What are my values and beliefs?
<p>Module Two, Lessons 4 – 13</p> <p>Government is an institution or system that provides services to people</p>	<p>CORE/AID/ IDENTITY/ CONNECTIONS</p> <p>7 hours, 30 minutes</p> <p>(10 - 45 minute periods)</p>	<ul style="list-style-type: none"> • Every system of government has advantages and disadvantages • Government must be powerful enough to meet people's basic needs for structure and services. • The structure and services of government affect the lives of its citizens both directly and indirectly. • Specific documents in American History set forth shared values, principles, and beliefs. • The Constitution describes the basic structure and powers of the form of government that is used in the United States. 	<ul style="list-style-type: none"> • Function of Government • Structure of American Government 	<ul style="list-style-type: none"> • Use a variety of texts and other resources to build understanding • Use appropriate strategies to comprehend, interpret, evaluate, and appreciate a variety of resources • Participate in discussions as knowledgeable, thoughtful contributors • Analyze personal goals, traits, and choices • Describe personal goals, traits, and choices 	<ul style="list-style-type: none"> • Government 	<ul style="list-style-type: none"> • What is the purpose of government? • How is the American system of government organized?

Major Principles and Generalizations	Time Allocation and Parallel	Minor Principles and Generalizations	Concepts	Skills	Themes	Guiding Questions
<p>Module Three, Lessons 15 – 34</p> <p>Citizens of the United States are guaranteed certain rights under the Bill of Rights in our Constitution.</p>	<p>CORE/AID/IDENTITY/CONNECTIONS / PRACTICE</p> <p>15 hours, 45 minutes</p> <p>(22 45-minute periods)</p>	<p>When a person's civil rights are violated, there is a judicial process and system he or she can use to attempt to rectify the problem</p>	<ul style="list-style-type: none"> • Rights • Justice • Bill of Rights • Right to... • Freedom of... • Civil rights • Judicial process • Landmark cases 	<ul style="list-style-type: none"> • Use a variety of texts and other resources to build understanding • Use appropriate strategies to comprehend, interpret, evaluate, and appreciate a variety of resources • Reflect and analyze personal goals, traits, and choices 	<ul style="list-style-type: none"> • Government 	<ul style="list-style-type: none"> • What rights are guaranteed to citizens of the U. S. under the Constitution and the Bill of Rights? • What happens when these rights are violated?

“Materials and Resources List”

Lesson	Primary Materials	Books	Additional Materials (Supplied by Teacher or Students)
Module 1 Lessons 1-3	Pre-assessment (sample provided), sticky notes, poster board or bulletin board, task cards (provided), worksheet with words to the Pledge of Allegiance (Extension Activity), cubes with prompts (provided)	<i>The Children's Story</i> by James Clavell (Extension Activity)	
Module 2 Lessons 4 -13	Art supplies, Branches of Government task cards (provided), readings from Comparative Lessons for Democracy Notebook available at cost from http://www.civiced.org/complexx_intro.html , computers with Internet access, LCD projector and screen for teacher if possible	Readings on definition and functions of government Readings from <i>How Democratic is the American Constitution</i> by Robert Dahl (ISBN# 0-300-09218-0)	http://www.civiced.org/complexx_intro.html www.cccoe.net/govern/webquestintro.html http://www.usconstitution.net/conststop_gov.html http://www.usconstitution.net/constfaq_con.html http://www.usconstitution.net/const.html https://secure.freedom.org/eo/buy-const.dyn www.BillofRightsInstitute.org
Module 3 Lessons 14 - 34	Large chart for note taking, reading on the Bill of Rights, access to Internet	<i>Courage of Their Convictions</i> by Peter H. Irons Access to research materials concerning Supreme Court cases (See also additional resources in bibliography to unit)	http://www.law.emory.edu/FEDERAL/usconst/notamend.html http://kancrn.kckps.k12.ks.us/Harmon/breighm/zog.html http://www.findlaw.com/casecode/supreme.html http://supct.law.cornell.edu/supct/cases/name.htm http://www.aclu.org - Enter "students' rights into search bar http://www.landmarkcases.org/ http://www.oyez.org/oyez/tour/ http://journalism.medill.northwestern.edu/docket/ http://billofrightsinstitute.org/instructional/resources/BR/News/DailyHeadlines.asp http://www.supremecourtus.gov/oral_arguments/guideforcounsel.pdf http://supremecourtus.gov/visiting/visitorsguidetooralargument.pdf http://www.billofrightsinstitute.org/instructional/resources/LandMarkSupremeCourtCases/index.htm http://oyez.org/oyez/portlet/justices/ (See also additional resource sites in bibliography to unit)